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ABSTRACT

The OATYC Journal provides the two-year colleges of Ohio with a medium for discussing problems and sharing concepts, methods, and findings relevant to the two-year college classroom. The fall 1992 and spring 1993 issues contain: "What We Are Doing Right: Can We Do It All?," by Linda Houston; "Campus Profile: A Walk through Shawnee State University," by Catherine H. Roberts and Susan Warsaw; "Portfolio Assessment as an Evaluation Tool," by Carolyn Wulfhorst; "Teaching Entrepreneurship to the Two-Year College Student: An Instructor's Guide," by Ralph Lindeman; "Applications of EECAP (Early English Composition Assessment Program): Writing Assessment through Research," by John Fallon; "To Acquire Stature: 'To Thine Own Self Be True'," by James O. Hammons; "Illiteracy on the Run," by George Kemp; "Professional Sense of Community," by Candice Johnson and "I am a Good Buy," by Susan Heady, both responding to concerns about the influence of growing numbers of part-time faculty on educational quality; "OATYC President's Message," by Linda Houston; "University of Cincinnati Clermont College: Focus on Access," by Karen N. Williams; "Critical Thinking: A Matter of Ability, Experience, or Trust?" by Marilyn J. Valentino; "Maybe We Don't Teach Grammar Anymore, But It's a Good Thing," by David J. Johnson; "Of Pearls and Pigs," by Janet Green, recommends strategies for making literature more accessible to students; "A Native American Model," by Daniel Wildcat and Edward Neceper, which focuses on Haskell Indian Junior College; "A Teaching Technique That Works: The Teaching Pretest," by Jerry Bergman; and "Larger Institutions Absorb Unanticipated Cuts," by Julius F. Greenstein and "Two-Year Colleges Suffer More," by James J. Countryman, both address the comparative impact of state budget cuts on two- and four-year colleges. Each issue contains letters reacting to articles in previous issues. (PAA)

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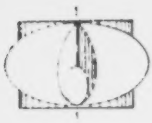

OATYC

OHIO ASSOCIATION OF TWO-YEAR COLLEGES

An affiliate of the American Association of Community and Junior Colleges

JOURNAL

Volume XVIII, Nos. 1-2,

Autumn 1992 - Spring 1993

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Vol. XVIII No. 1 Autumn 1992

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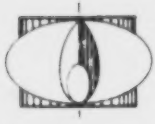

OATYC

Provides:

- Collective influence on the future direction of Ohio's two-year campus system;
- Access to classroom liability insurance protection of $1,000,000;
- An open forum for the discussion of trends, problems, accomplishments, and challenges unique to state assisted two-year campuses;
- A newsletter which informs members of the proceedings and activities of the OATYC and of Ohio's two-year campuses;
- The *Journal* which provides an opportunity for publication and exchange of scholarly views and concepts;
- Conference and workshops providing opportunities for professional development, visits to other two-year campuses, presentation of papers, and socialization with other two-year campus personnel;
- Affiliation with the American Association of Community and Junior Colleges and its activities throughout the nation.

Purposes:

- To provide a forum in which all state-assisted two-year campuses can meet to discuss and resolve mutual problems;
- To foster cooperation and communication among Ohio's institutions of higher education;
- To provide the viewpoint of the state assisted two-year campuses to the Ohio Board of Regents and to the State Legislature;
- To identify and improve the status, prestige, and welfare of all state-assisted two-year campuses in Ohio;
- To cooperate with other Ohio agencies, colleges, and universities in research and activities that promote the effectiveness of higher education in Ohio;
- To increase the contribution of the state-assisted two-year colleges to the total educational process in the state of Ohio.

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(Affiliate of the American Association of Community and Junior Colleges)

VOL. XVIII NO. 1 **Autumn 1992**

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COMMENT

What We Are Doing Right: Can We Do It All?

Linda Houston

Having just read *The 7 Habits of Highly Effective People* by Stephen R. Covey, I am feeling that I can do anything because, of course, faculty at two-year colleges are effective people. Who else can teach 15-18 contact hours, take charge of committees, publish, present papers at professional meetings and be involved in professional organizations like OATYC? This academic year we have the added challenge of "doing more with less." So as I read the book, as I looked over the 7 habits, I thought that those of us at two-year colleges had all the habits already. We just did not find time to write the book.

Linda Houston

As educators, we have a challenge this fall in our nation, in Ohio, and I expect, in our local communities. Higher education has not been considered a priority in the political climate of this country and this state in recent years. So, while we are trying to continue all the services to our students this fall, while we are trying to continue our involvement in work that brings meaning to our lives and those we serve, I urge you to take some of your time (if you have any left) and seek out the candidates running for office who have shown a commitment to education. My father used to tell me that if I met someone who was 51% O.K., I should not worry about the other 48%. In **every** election, there is a choice. Find that candidate who is 51% O.K., making sure, of course, that education is part of the 51%) and even in the short time left before election day, work hard to see that person elected.

Two-year colleges in Ohio play a major role in "doing things right." We hope you can join us on October 23, 1992, to share the many things that two-year colleges in Ohio are doing to assure that we continue to serve our students. While we cannot do it all, we can continue to use the habits of highly effective people.

Linda Houston
OATYC President-Elect
The Ohio State University
Agricultural Technical Institute
Wooster, OH 44691

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INFORMATION FOR PROSPECTIVE CONTRIBUTORS

The *Journal* encourages submission of material for any of its sections by faculty, staff, administrators and/or trustees of any of Ohio's community, general and technical, junior, regional and technical campuses. The *Journal* is particularly receptive to articles of general professional importance in the areas of administration, instruction, and baccalaureate or technical studies for two-year institutions.

There are forty-four solicitors of editorial material listed here. Contact your campus solicitor or one nearest you to inquire about submitting a specific manuscript.

Manuscripts must be typed, double-spaced and of approximately 1,000-3,000 words in length. All submissions must be accompanied by a stamped, self-addressed envelope for return. Art work must be black and white. Photos glossy; tables and drawings on 8 ½ by 11 paper. The name and address of the contributor should be on the back of all art copy.

Editorial Policy

The *Journal* is not responsible for manuscripts or materials lost in mailing nor is it responsible for returning items not accompanied by a stamped, self-addressed envelope.

The *Journal* reserves the right to edit manuscripts to meet its needs and objectives. Where major revisions are necessary, every effort will be made to clear the changes with the author.

Submission deadline for the next *Journal* is March 15, 1993.

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TEXT

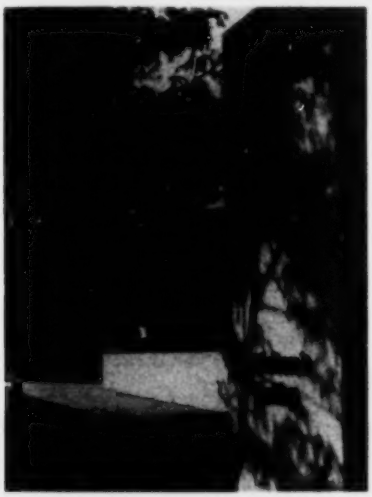
Campus Profile: A Walk through Shawnee State University

Catherine H. Roberts and Susan Warsaw

The structure and organization of the two-year colleges in Ohio are changing. The governor's task force has recommended that branch campuses, especially those having existing technical colleges, become community colleges. Some two-year colleges have already made such a change. Shawnee State is one of those and has led the way — all the way to a university. Shawnee hopes by telling its story that it imbues respect and understanding for and of the process and of the changes as we take a visit of its campus.

Getting to Shawnee State University is difficult these days. It isn't that the University has moved: Shawnee State is in Portsmouth, Ohio, 90 miles south of downtown Columbus on U.S. Route 23. The highway normally takes a visitor through Portsmouth and into the downtown area, where a left turn at the last major street before the floodwall takes people onto campus. The campus is still adjacent to the floodwall protecting the city from the Ohio River and, incidentally, providing a green hill on the south edge of campus. Just to the west is the highway bridge to Kentucky, and looming above the floodwall are the Kentucky hills where the Shawnee Indians had a lookout commanding the combined Scioto and Ohio River valleys stretched for miles below.

It's difficult to come to campus for several reasons. First, both the University and the City of Portsmouth are re-arranging nearby streets, the City doing a



Shawnee State University

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streetscape project on the major downtown thoroughfare leading away from campus and the University widening a street behind its new Library in order to create a new main route from downtown to the southeast side of the city. Once completed, traffic which now passes between major University buildings will be routed around the north edge of campus, and the University will create a campus green and pedestrian walkways where now there's a heavily travelled street.

Second, the University has changed so rapidly during its existence that those who re-visit campus find it significantly different. When Shawnee State began as Shawnee State General and Technical College in 1975, it was formed by the merger of Scioto Technical College, with a campus ten miles north of Portsmouth, and Ohio University's Portsmouth branch, which had an eight-year -old classroom/library building on a small tract of land where SSU now occupies 13.1 acres. The new institution began creating its own campus around the O.U. building, Massie Hall, using its classrooms and labs for students in arts and sciences associate degree programs and transfer programs. The new Shawnee State buildings, designed to house the technology degrees from Scioto Tech, were just being completed when Shawnee State and several other two-year institutions were designated as community colleges.

Campus Buildings

Shawnee State Community College turned its "north campus" over to the Scioto County Joint Vocational School and settled into its downtown campus with growing enrollment. Not totally severing its ties with Ohio University, Shawnee State housed an O. U. Resident Credit Center which offered limited junior and senior level courses and a rotating series of graduate programs staffed by Ohio University and adjunct faculty. That contractual relationship continued until 1992, and Ohio U. is still offering some graduate programming on the SSU campus, an advantage for both institutions.

Other than Massie Hall, Shawnee State's buildings are a varigated brick with contemporary design. Programs in Allied Health, Business, and Engineering Technologies each had their own building, and Shawnee State Community College added a multi-purpose Activities Center and the James A. Rhodes Sports Center after classroom buildings were completed. The Activities Center is as popular with the community as with students, who use it for athletic classes, after -class intramurals, and intercollegiate sports.

The Sports Center has a "junior-sized" Olympic swimming pool, locker rooms, weight room, exercise room, racquetball courts, and work space. Like the Activities Center, the Rhodes Sports Center is heavily used by students and the community. Physical Education classes are just one activity among many, and a visitor may see a senior citizens' exercise class splashing in the pool, students taking a racquetball course, and SSU staff and local citizens working out in the weight room. At 6 a.m., the Sports Center is occupied by the Golden Bears, a very active senior citizens' group whose lives are enriched by the University and who, in turn, assist the campus as volunteers, boost sports by their attendance, take classes under the State of Ohio's auditing provision for senior citizens, and make themselves an important part of campus. After public school classes are over for the day, the pool may be filled by a high school swim team, an SSU class, or student, staff, and community swimmers doing laps during "open time."

As the community college campus was built, planners linked Massie Hall with two extensions to the west: the Business Annex and Commons. A 1985

student who walked into Commons would expect to find most of the Student Affairs staff and services, such as the offices of the Registrar and Financial Aid. The cafeteria was located downstairs, and the Library was down the hall on the main floor of Massie. Many faculty offices were conveniently located in the Business Annex, in an external circle around the Developmental Education Center and Learning Lab. The President's Office and adjacent Board Room were just off the main Commons lobby, and students could visit the Bookstore on the lower level of the Business Annex or pay their bills in the Business Office upstairs.

Students at Shawnee State

A walk around campus, day or evening, shows that SSU's "typical student" is hard to single out. Enrollment at SSU has pursued an irregular but steady upward climb since 1982, increasing 47% during that time period. Although fall enrollment was virtually the same from 1987-89, the following two years saw increases of 7.7% and 8.2%. Once SSU's initial baccalaureate programs were approved in April 1988, the University began an aggressive recruiting program and was able to provide the information prospective and enrolled students needed. The 1991 enrollment increases continued for Winter and Spring quarters in 1992, with those enrollments also significantly higher than comparable quarters in preceding years.

Scioto County continues to be the primary source of students for the University, as it was for the community college. The percentage from Scioto County is declining as more students enroll from other parts of Ohio, along with Kentucky and nearby West Virginia. Campus life is enlivened by international students as well, including some from Orizaba, Mexico, and Zittau, (East) Germany, Portsmouth's two sister cities. Students look like those on most commuter campuses, teenagers mingling with working adults and "returning" students. As a reflection of this student diversity, SSU students selected since 1988 to serve on the Board of Trustees have ranged in age from barely 20 to over 40.

The age composition of the SSU student body did not show significant shifts until 1986, but since that year, the 18-27 age group has steadily grown. A particular shift to younger students is evident because 18-21-year-olds have increased dramatically, a trend contrary to national high school graduation rates. SSU has also seen a noticeable increase in students age 17 and under, a reflection of Ohio legislation on Post-secondary Enrollment Options and some "for credit" programming for that age group.

For the first time ever, the privately-owned Celeron Square apartments adjacent to campus are filled to capacity for Fall quarter, 1992. Until a complex legal issue is settled, the University is unable to build any university housing, and for this reason, SSU does not recruit many traditional freshmen who live beyond commuting distance. Older students and transfers can choose from a wide assortment of reasonably priced housing options near campus or within easy driving distance. At certain times of the day, it can be difficult to find a parking place in the open lots north and east of campus.

Single students continue to increase in comparison to married students, and the number and percentage of female students have also increased. In 1991, 38% of students were male and 62% female, in contrast to 1982's 43% male, 57% female. Minority enrollment on campus is increasing slowly in response to targeted recruiting. About 40% of SSU's students attend classes in the evening, continuing a long-standing pattern. In Fall 1991, 25.6% of SSU's students were

juniors or seniors. Although a few of the certificate and associate degree programs were phased out during SSU's 1986-88 transition, the remaining one- and two-year programs are strong. Enrollment in associate degree programs reversed a declining trend, increasing 7.7% over the 1990 figure, and the University has added an associate of Applied Business degree in Legal Assisting.

As SSU's president, Olive C. Veri, noted in a recent speech, Shawnee State in 1992 "has more younger students, more degree-oriented students, more residents, more day students, more full-time students, and more women than at any time in its history."

Academic Development

According to its mission statement, Shawnee State "prepares students for the changing needs of business, industry, education, and society through its diversified degree programs." In Health Sciences, students pursue associate degrees in dental hygiene, nursing, medical laboratory technology, respiratory therapy, and radiologic technology, or they prepare as Occupational Therapy Assistants and Physical Therapist Assistants. They can also seek certification in the EMT-A and Paramedic programs. Arts and Sciences students choose from the Associate of Arts and Associate of Science degree programs which are SSU's Ohio University heritage, or they seek a Bachelor of Arts in English/Humanities

Massic Hall

or in Social Science. The Bachelor of Science major is Natural Science, but concentrations are offered in applied mathematics, chemistry, and related fields.

As faculty developed SSU's baccalaureate programs, they chose not to offer an education major but to develop curricula which allowed students to major in one of the Arts and Sciences fields while taking the courses needed for certification in elementary education. Although these students have almost no electives, they graduate with an academic major and a strong background in practice-centered inquiry, which extends the knowledge of a discipline to how one learns that discipline. Housed in the Center for Teacher Education, SSU's certification program in elementary education received approval from the Ohio Department of Education in 1992, and all of its earlier graduates earned certification on a case by case basis.

Baccalaureate majors in SSU's traditional technologies are also built on the solid base of successful associate degree programs in applied business and the engineering technologies. The Associate of Applied Science in Plastics was joined by the Bachelor of Science in Plastics Engineering Technology, while the major in Electrical and Computer Engineering Technology was built onto faculty and student strengths in Electromechanical Engineering Technology, Instumentation, Robotics, and Computer-Aided Drafting and Design. The Bachelor of Science in Business Administration is a flexible degree choice for a freshman or a transfer/Shawnee State returnee who majored in accounting, management, data processing, or office administration on the associate degree level.

While keeping its community college traditions, Shawnee State began a new, 50-quarter-hour general education core of classes required for baccalaureate majors. Spread over four years, these courses develop skills in reading, writing, speaking, and computing, and stress quantitative skills and critical thinking. Many of the associate degree programs require several of the freshman/sophomore core courses.

Although all core courses integrate disciplines, students note some specific differences in SSU's requirements compared to those usually found elsewhere. The mathematics course includes questions about the nature of mathematical knowledge and the impact of mathematics on modern life. Most students take Ethics in Public and Private Life as juniors and seniors, and are challenged by reflecting on ethical problems and developing the intellectual skills involved in making difficult value decisions. Requiring 40 hours of community service, the upper level Community Service core course asks students to reflect on the benefits they have received from society and the need to share the fruits of their education with others. A Senior Seminar capstone course reinforces the major skills and goals of the core sequence and rounds out the student's major in an interdisciplinary context.

Although Shawnee State did not build its baccalaureate majors onto two-year degree programs, community college students from Shawnee State and elsewhere find it congenial to build a baccalaureate degree program onto their two-year coursework. Faculty and administrators alike agreed to keep the best of Shawnee State's two-year heritage and build four-year programs on it.

From Community College to University Faculty

Like buildings and degrees, the faculty have changed. In a ten-year period, Shawnee State has doubled its full service faculty while at the same time seeing an increase from fewer than 9% to more than 42% with a doctorate or MFA degree. Since 1987, the percentage of full service faculty with just a bachelor's degree has fallen from 29% to 11%, while faculty with a master's have remained

relatively constant, decreasing from 52% in 1987 to 47% in 1992. The 57 full service faculty in 1982 have grown to 119 in Fall, 1992.

While the University has endeavored to employ faculty with the appropriate terminal degree, faculty from community college days have significantly upgraded their academic credentials by taking advantage of the University's liberal faculty development policy. Since 1987, two Arts and Sciences faculty members completed the Ph.D., two others are ABD and finishing dissertations, and one completed a second, specialized master's degree. Two business faculty members earned the MBA, and three Health Sciences faculty members earned appropriate master's degrees. Because no nearby institutions offer needed coursework in engineering technologies, four faculty members in that College are using satellite technology to work with National Technical University to improve their credentials in line with ABET (the Accreditation Board for Engineering and Technology) accreditation standards.

Faculty offices are mostly located in buildings where classes meet, but some faculty find themselves in remodeled quarters because Shawnee State also expanded by incorporating usable existing structures. Arts and Humanities

Shawnee State's University Center

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faculty are in the 1004 building, named for its street address and hiding it. original name, "The Home for Aged Women." The former city incinerator, a sturdy brick building with a towering smokestack tucked against the floodwall, was gutted and redone for art classrooms, office space, and studios.

Consistency and Change

Physical changes are readily apparent at Shawnee State University in its new buildings, completed since SSU changed its status. The Library (1991) is north of Massie Hall and will someday face the main campus green, once Second Street is relocated. In addition to space for a 160,000 volume collection, the Library houses a media center, a curriculum materials center for elementary education students and regional teachers, a multi-purpose 350-seat auditorium which easily becomes three classrooms, and the Selby Board Room. Students and faculty enjoy the on-line catalog and access to data bases provided by the computers and terminals located at strategic points. The Library's architectural and visual focal point is its glass-enclosed, circular stairwell joining the lower, first, and second floors.

In keeping with growing enrollments, the University Center (1992) is heavily used by day and evening students, staff, and the community. Once inside the door, the visitor finds the information desk, a large, airy lounge, and the cafeteria. Along the side of the building toward the Library are two floors of offices which serve students: Student Senate and student club offices, the Registrar, the Office of Transfer/Placement, the Admission Office, and the Financial Aid and Veterans Office. Designed as the gateway to campus, the University Center also has an upstairs lounge and TV lounges for students, a large meeting/banquet hall, and several smaller meeting rooms. Commuter students can relax, eat, or study in a comfortable atmosphere in the University Center, first-time campus visitors find most of the services and offices they need, and future residential students will enjoy its space and facilities.

Shawnee State's Campus Green

The Vern Riffe Advanced Technology Center, just south of the University Center, is actually a new building skillfully joined to the building which housed most of the community college engineering technology associate degree programs. The "ATC," opened for classes this fall, has three floors of classrooms, labs, and offices related to engineering technology programs and the sciences, including new chemistry and physics labs. From south-facing windows on the top floor, students can see across the floodwall and look down on the Ohio River. The ATC provides space for a planetarium, which the University plans to fund by donations, and a foyer completed by a Foucault pendulum.

Although the campus is larger, it's also well connected with underground fiber optic cabling and a central VAX computer system that gives people immediate access to other individuals or campus groups through electronic messaging. Through computer connectivity, a person on campus can communicate with a friend in the next building or, through the Internet, with SSU's Russian sister institution, Nizhny-Novgorod University.

As an organization, Shawnee State is also larger. It's now organized into four colleges and the Center for Teacher Education, each with a dean, and has academic departments in lieu of its former divisions. All academic and academic support functions report to the Office of the Provost, while Business Affairs and Student Affairs perform supporting operational and student services. The Board of Trustees, once composed only of residents from the three-county community college district, now includes five representatives from those counties, four other Ohioans, and two student trustees who are also Ohio residents.

Shawnee State's campus is the focus of student and community activities: there are more sports events, more intercollegiate games, more cultural offerings, more student clubs and organizations, and more opportunities for younger students to come on campus. SSU houses Ohio's second largest Governor's Summer Institute for high school juniors statewide, has several outreach and early intervention programs for schools in its region, hosts science fairs and academic competitions, and just earned a three-year federal Upward Bound grant to increase its outreach to disadvantaged high school students with the potential to succeed in higher education. Continuing education programs draw participants of all ages, from Computers for Kids to several successful Elderhostels focused on Appalachian life and culture. The Activities Center, which can be used as a large auditorium, provides space for symphony concerts, major lectures, political rallies, the Air Force Band, pageants, plays, and county music festivals.

Change made it possible for Shawnee State to mount its first capital campaign, an effort to provide an equal match for half a million dollars provided through the federal Title III Endowment Challenge program. SSU's campaign, Crossing the Threshold, met that goal and ended with a $3.8 million addition to what was once a very small endowment fund. As a baccalaureate institution, Shawnee State is also eligible for more grants and grants from more distant sources.

Shawnee State has not changed its student-oriented approach or its emphasis on faculty as excellent teachers. Its mission and goals are built on Shawnee State traditions and strengths. As an institution creating a four-year curriculum, faculty had the opportunity to "start from scratch," and both the general education core and the elementary education certification program have distinctive approaches. As a university, Shawnee State has kept its responsiveness to regional business and cultural needs, and it has kept the positive town-grown relations which are often a part of the community college tradition.

In front of Massie Hall is a reclining stone lion with a curly mane and a faintly quizzical look. Where once he faced a row of older homes, he now faces the new Library and watches students, faculty, and community residents come and go. When Second Street is re-routed, his view will change once more, and he'll overlook the new campus green. His life has altered considerably since he was ensconced outside of the Ohio University branch campus building in the 1960s, and Shawnee State University has created change of that same magnitude in the education and the lives of its students, and in the heritage of its community.

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Portfolio Assessment as an Evaluation Tool

Carolyn Wulfhorst

Outcry for Accountability in Education

The outcry for educational accountable grows increasingly louder as we move into the last decade of this century. *Education 2080: An Education Strategy* reports:

> ...our employers cannot hire enough qualified workers. Immense sums are spent on remedial training, much of it at the college level....while the age of technology, information and communications rewards those nations whose people learn new skills to stay ahead, we are still a country that groans at the prospect of going back to school...(The president is challenging Americans to; 'go back to school' and make this a 'Nation of students') and is urging every American to continue learning throughout his or her life, using the myriad formal and informal means available to gain further knowledge and skills. (19)

Johnston and Packer reinforce the need for educating people to be critical thinkers in *workforce 2000: work and workers for the 21st Century.* "As a society becomes more complex, the amount of education and knowledge needed to make a productive contribution to the economy becomes greater....Even the least skilled jobs will require a command of reading, computing and thinking that was once necessary only for professionals" (p. 116).

The above cited needs from the work community are a strong driving force in the call for greater accountability of our educational system. Assessment of the effectiveness of educational programs is being demanded to demonstrate that these programs are working, and if they are not, to point out the need to "fix them."

Standardized Testing:

Standardized testing is one way this assessment is being done on a large scale. But standardized tests yield a one time snapshot of performance and

understanding possessed by the learner. Shepard (1989) lists several limitations of standardized tests:

> The contents of such tests must be negotiated. Most state-developed tests go through a consensus-building process...these procedures are sensible, but they have a homogenizing effect, limiting both the breadth and depth of content coverage... The narrowing of content...constrained by the emphasis on basics skills, limiting the 'height' as well as the depth and breadth of permissible content ...Given the huge numbers of examinees and time limits, test developers use multiple-choice formats to the exclusion of tasks are strikingly shorter and less complex than the texts students use for daily instruction.

Accountability of the educational system is an important issue. Standardized tests will give a measurement of one moment in a lifetime of learning. But, because of the constraints and problems listed above, an alternative that gives a clearer overview of the process as well as the product is desirable.

Portfolio Assessment:

Portfolio assessment will provide an ongoing picture of a learners development.

> A portfolio is a purposeful collection of student work that exhibits the student's efforts, progress, and achievement in one or more areas. The collection must include student participation in selecting contents, the criteria for selection, and evidence of student self-reflection. ...Portfolio assessment requires students to collect and reflect on examples of their work, providing both an instructional component to the curriculum and offering the opportunity for authentic assessments. If carefully assembled, portfolios become an intersection of instruction and assessment: they are not just instruction or just assessment, but rather, both. Together, instruction and assessment glue more than either glues separately. (Paulson, Paulson and Meyer, 1991)

The establishment of an "intersection between instruction and assessment," is the power of the portfolio. No standardized test yet designed, or that ever will be designed can engage critical thinking like the synthesis that takes place in the writing process. Collaborating with a more experienced instructor in assessing the written communication will allow even greater student insight into the strengths and weaknesses of his or her writing. Portfolio assessment is an excellent means for collaboration between learner and teacher. The portfolio may serve as an intersection between instruction and assessment (Paulson and Paulson, 1990).

Portfolio Assessment Provides Active Involvement:

An effective writing portfolio is much more than a collection of papers placed in a folder for the teacher to grade. An effective writing portfolio will consist of many pieces of writing, of different types in different stages. The effective writing portfolio will provide a vehicle for the instructor and the learner to come together collaboratively to discuss the material contained therein and to reflect on the development and growth of the writer's abilities. The effective writing portfolio will provide a growth profile with samples along the

way of the writers developing skills.

"Portfolios actually get students involved in reflecting upon what it is they're about; what goals they have; what they're achieving and how they have improved" (Tierney, Carter & Desai, 1991). Stratton (1991) lists five questions that need to be addressed in determining the content of a student portfolio:

> (1) What kind of structure will the portfolio have? (2) What evidence will the portfolio contain? (3) How and when will the classroom teacher assess a student's works in the portfolio?(4) How will the portfolio be evaluated and scored? and (5) What will happen to the portfolio at the end of the term?

The portfolio itself can take many forms, depending on the student's preferences and tastes, the instructor's requirements, and the institutional assessment procedures adopted. The portfolio is more than just a file of materials. It is an active learning environment. The portfolio should contain a broad sampling of a variety of types and styles of student writing. Materials to be placed in the portfolio should be determined by several vested parties to the assessment process. Instructors should provide guidelines for including some material to meet curriculum requirements. Student writers should choose some pieces based on their own feelings and thoughts that develop as the pieces are written. Finally, governing bodies such as school boards, state departments of education, or the board of regents may require evidence of mastery of specific writing skills. All parties involved in the assessment process should have a clear understanding of the purpose, scope, and process of the portfolio and the nature of the assessment, including the use of results.

Assessment Will Strengthen Education:

Measuring the skills level of the students in the American education system with standardized tests is accomplishing little. Standardized testing tells us only where the learner was at only one point in his or her development. No accounting is given for all of the real world influence on standardized test scores. Standardized testing, indeed, has little to do with the real world.

An alternative such as portfolio assessment which engages the learner and the facilitative instructor in a collaborative effort to evaluate and build the skills level of the learner Is much more valuable. The student will learn how to learn through the critical thinking, meaning-making of engagement in reflective portfolio assessment. Growth and development of skills in thinking and expressing one's ideas will be documented over time as the portfolio evolves.

The outcry for educational accountability should grow increasingly louder as we move into the last decade of this century. we now live in a world community and must be competetive in that community. But, educational accountability should be documented through meaningful, quality assessment processes, not single shot testing.

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Teaching Entrepreneurship to the Two-Year College Student: An Instructor's Guide

Ralph Lindeman

Entrepreneurship is one of today's hot topics. In both the academic and business worlds, the career alternative of starting one's own business is perceived as an increasingly viable option to the traditional path of corporate employment. The emergence of the smaller, innovative business enterprise was recognized in the 1980s by the leading business schools such as Harvard, Wharton, and Northwestern, who incorporated the study of entrepreneurship as an integral part of their curricula.

Although not as well publicized as the efforts of the major business schools, the study of entrepreneurship at the two year college level is also increasing. During the past two years, the Geauga Campus of Kent State University has added entrepreneurship to its business curriculum on a regular basis. Although the Geauga Campus is the smallest of KSU's regional campuses, with a Fall 1992 enrollment of approximately 700, this program has drawn enthusiastic response.

Teaching entrepreneurship is different from teaching most other classes at the two year college level. The purpose of this paper is to describe some of these differences, and to offer some guidelines in the areas of textbooks, exams, instructional/learning methodology, and grading criteria.

Student population. As an elective with a specialized interests, the course tends to draw a more diverse range of students than other programs. Over the two-years the program has been offered at Geauga, nearly a third of the students have been non-business majors. Students majoring in such diverse areas as history, general studies, and even biology have enrolled. We had one student whose only course at Kent State University was entrepreneurship. He was a graduate of Denison University who enrolled to learn more about entrepreneurial strategies to enhance a small vending business he had started a few months before.

In part, this diverse student population emanates from the fact that, as a general elective, there is no prerequisite. However, professors teaching these courses should discourage students from taking this program if their academic background or business experience appears insufficient. Since most of our elective courses at Geauga have small enrollments—the largest entrepreneurship class we've had totaled 12 students—overall class progress is likely to be impeded if one or two students do not even understand the basic rudiments of business. As an instructor, one does not want to spend time teaching, for example, the basics of accounting in an entrepreneurship class.

With student backgrounds ranging from some who are only a year or two out of high school to middle aged executives seeking a career alternative, one might think that the classroom interaction would be limited–or even nonexistent. While a few problems have surfaced, the overall experience has been very positive. Students are encouraged to strengthen their creativity skills–a trait long recognized as an important characteristic of successful entrepreneurs.

One of the best creative business ideas came from a student barely two years out of high school who listed his major as "undecided." This young, but creative student developed his business plan–required of each of our students–around a firm he called "SafeWay Used Car Consultants." His business

idea was to provide sellers of used cars with a thorough mechanical check-up prior to them offering the vehicle for sale. I thought the idea to be excellent; some months later I noticed an article in a leading business journal where an entrepreneur in New Jersey had developed a large business using exactly the same concept!

Textbooks. At the two-year level, entrepreneurship should be taught as a "hands-on" course–a practical guide for those considering forming- their own business. As such, the textbook becomes more of a reference guide rather than a major learning tool. Some may not agree with this, but in general I have found the quality of textbooks available to the entrepreneurship instructor to be at best fair. I won't name them here, but some entrepreneurship texts I have referenced appear to be warmed-over versions of "introduction to business" texts. As such, they contain the standard topics of management, accounting, marketing, human resources, etc., with a few small business chapters added. If you are seeking a meaningful text, steer away from these traditional types.

Fortunately, some of the more recently published entrepreneurship texts are improved. The more creative texts stress the entrepreneurial aspects of business–particularly in the marketing and human resource area–rather than general business principles. Look for the texts whose chapter sequence focuses on creative entrepreneurship topics such as innovative marketing strategies, managing the growing enterprise, and creative financing.

One technique which has proved valuable at the Geauga Campus is to use supplemental texts. These are resources which are really not designed as complete texts, and may not cover all aspects of entrepreneurship, but can be very valuable as a supplemental reference. Some of these are actually designed for more advanced study, such as in graduate seminars, but I have found has applicability at the two-year level as well. One such example is *Startup: An Entrepreneur's Guide to Launching & Managing the New Venture* (Rock Creek Press, 1989). Written by William J. Stolze, a successful entrepreneur himself, this shorter text focuses on the innovative marketing thrust of the entrepreneur. In this well written book, Stolze draws on his experiences as founder of RF Communications, Inc., an entrepreneurial business which he and his partners built from scratch into a worldwide leading producer of single sideband radio communications. Since this text focuses on marketing and business planning, it cannot readily be used as a standalone text for a two-year school format. However, it is a valuable supplement which, for example, could be put on reserve in the campus library for students to draw on during the semester.

To reiterate, regardless of the text or texts selected, I have found that texts in an entrepreneurship course are best kept as a reference guide. Additionally—for reasons discussed further in the instructional methodology section—the instructor should consider assigning only selective chapters which emphasize entrepreneurship principles, rather than the entire book.

Exams and Grading Criteria. It is especially important in entrepreneurship that grading criteria be clearly specified in the syllabus. As compared to other courses at the two-year level, exams should form only a portion of the total grading scale. Experience suggests that perhaps no more than 60-70% of the final grade should be determining by pure exams. I recommend a major portion of each student's final grade–up to 25%–be determined through a **Strategic Business Plan** on an existing or proposed business. A specific, separately identified, grading criteria for this project should be determined. Criteria may include such items as (1) creativity of business idea, (2) organization of plan, (3) integration of plan between key sections, and (4) grammar/clarity.

When we first started teaching entrepreneurship at the Geauga Campus, there was some concern about such a major creative writing exercise within an two-year environment. However, most students have been able to handle this exercise well. The concept of the "SafeWay Auto Consultants" emanated from this exercise.

In terms of exams, entrepreneurship lends itself to a combination approach. In addition to the traditional objective portions–most entrepreneurship texts come with test banks–short essay, case studies and exercises are also important testing criteria. Exercises focus on understanding the financing aspects of the newer enterprise. The case studies are either drawn from our text or supplemental materials from other sources.

For a semester length course, we typically have two hourly exams during the term, plus a final. The final is comprehensive in nature, but concentrates on material covered after the second hourly exam. Exams typically count for about 60% of the final grade, with an additional 10% based upon attendance/class participation.

Learning Methodology. In contrast to many basic courses, straight lecture is only one of many components of the learning process in entrepreneurship. Our class time is divided between class discussion of assigned cases from the text, and discussion of the reading material, as well as lectures based upon the textbook reading. About 3-4 case studies are assigned each semester, with some done on an individual basis and some on a small group basis. Case studies are assigned from a theme perspective, e.g. one case may focus on innovative marketing strategies, a second on financing the new enterprise, a third on human relations, etc.

In scheduling the classwork over the semester, I frequently have found it necessary to adjust the order of the chapters in the text from the usual sequential format. Through doing so, one is able to better integrate the case studies to the overall learning process, and also move the class toward its natural conclusion–the strategic business plan prepared by each student. Another reason for this out-of-sequence scheduling is to accommodate the topics covered by our guest speakers. Quite frequently, some chapters in the text are not covered at all, so that the more important material may be examined in more depth.

Another learning technique we have found a valuable addition to our program is **guest speakers** from the field of small business. During the semester at least three guest speakers are invited to our campus. These normally are individuals who have started their own businesses and come to share their experiences with the class. During the past two years, we have drawn upon the outstanding entrepreneurial resources which exist in Northeastern Ohio. Some of the more interesting guests who have visited the Geauga Campus include:

- Robert D. Gries, President, Gries Investment Company, and minority owner of the Cleveland Browns, who spoke to our class on "Reflections of a Venture Capitalist"
- Sherrill D. Paul, President, Trolley Tours of Cleveland. who discussed her experiences in forming the firm which operates the popular "Lolly the Trolley" tours in downtown Cleveland
- Timothy D. LaGanke, President, Lube Stop of Cleveland, who provided our students with a serious, yet light-hearted presentation on how he started and built the largest quick change oil company in Northeast Ohio

These guest speakers, plus others, have brought the "real world" of entrepreneurship to the Geauga Campus. Students are given a form to assess the

positives and negatives of each speaker's business, and quizzed on this as part of the final exam.

A final learning method emanates from the Strategic Business Plan which each student must prepare near the end of the semester. Not only are students expected to prepare a professionally done written plan, they must present it verbally to their classmates. This process takes 3-4 class sessions each semester—depending on class size, and involves both feedback from the class on the business plan. In this process, students not only learn more about each other's business ideas, but also how to give (and take) constructive criticism. The presenter is given the opportunity to defend his/her plan in an actual meeting situation, such as budding entrepreneurs would when meeting potential investors in their enterprise.

Our work on the entrepreneurship programs at the Geauga Campus is not complete. With each new class, we learn new techniques to better serve our students planning to enter the world of business on their own. At the same time, we believe we have made a positive start on a new program we expect will continue into future years.

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Applications of EECAP: Improving Writing Assessment through Research

John Fallon

As a first year Project Director in the Ohio Board Regents' Early English Composition Assessment Program (EECAP), I was introduced to a statewide initiative to improve writing in the high schools. EECAP programs are attempting to bridge the gap in classroom writing environments between high school and college.

Revised EECAP
Trait Scoring Guide
Organization

High

The writer addressed the assigned topic and focuses on a specific, manageable thesis which guides the reader smoothly in a deliberate, controlled, and interesting pattern. The writing has a discernible beginning, middle, and end and provides an interesting pattern of organization. Furthermore, the writer makes effective and creative use of transitions, resulting in a paper with an apparent, logical, and easy structure. It is obvious that the writer not only understands the assignment but also makes clear his/her intention through focusing on a major point and maintaining a consistent point of view.

Middle

The writer's thesis is inappropriately focused, yet the writing has some

sense of direction. The assigned topic, though, is insufficiently addressed. Transitions are used, but they are often mechanical and repetitious. The paper seems imbalanced and might contain forced logic or flawed emphasis. The focus of the essay may drift somewhat from beginning to end, giving the impression that the writer is not always in full control of the topic or purpose.

Low

The writer does not deal with the assigned topic and seems unaware of any organizational pattern at all. As a result, even though the paper may have a thesis, the paper lacks a sense of direction or seems completely out of the control of the writer. There is little or no use of transitional devices, causing the reader to have to invent logical connections between the ideas. The writer seems to have no discernible intention or purpose; the paper demonstrates no point of view.

Development

High

The writer uses original, fresh, and unusual ideas; the paper manages, in fact, to make the common uncommon. Sufficient to develop the topic, the points are appropriate and developed enough to convince the reader and satisfy the task at hand. In addition, details are related and described with depth and specificity; the writer not only uses real experiences, but discusses them with insight. The writer has a developed awareness of his/her audience, demonstrated through the choice of appropriate details that frequently go beyond the personal.

Middle

The writer offers supporting ideas, but they are usually predictable and mundane. There are sufficient details, but they are somewhat limited in range, mainly personal. There is some unevenness in development, with some points unsubstantiated. The writer does not seem to have a clear awareness of who his/her audience is.

Low

The writer offers few ideas, and they are often unclear. The writer is not able to support the topic, so the essay remains generalized and unconvincing. If details are used, they are sparse, superficial, and repetitious, and often unrelated to the topic. The writer gives the impression of being unable to find any relationship between real experience and the assignment. The writer shows no awareness of the audience.

Style

High

The writing is original and unique. The reader senses that the writer has consciously created a persona; the writer has appropriately addressed the audience. Both the vocabulary and sentence constructions are rich and varied and may involve intentional violation of convention. The writer is able to draw successfully upon figurative language and various rhetorical devices to add variety and emphasis.

Middle

The writing is adequate but ordinary. While the diction and sentence

construction are usually appropriate, they are also predictable. The vocabulary is adequate but occasionally limited, and the writer may rely on cliches. The writer has some success in attempting to use figurative languages and various rhetorical devices.

Low

The writing is unimaginative and ineffective. The reader is distracted by inaccuracies and unwarranted shifts in diction. The vocabulary is noticeably deficient, repetitious, inappropriate and uses obvious cliches or deadwood. The writer lacks or ineffectively uses figurative language and various rhetorical devices. Sentence construction is unvaried, overly simplistic, or awkward.

Mechanics

High

The writing is relatively mistake-free. The sentence structure is generally correct even in varied and complicated sentence pattern. Fragments are acceptable if used effectively and sparingly. There are few errors in usage by present standards of formal written English. There are no serious violations of punctuation, capitalization, abbreviation, use of number, etc., beyond what appear to be slips of the pen. Misspellings occur only in words that are hard to spell. The spelling is consistent; words are not spelled correctly in one sentence and misspelled in another.

Middle

The writing contains a few errors in some areas, but they do not detract from the overall meaning. The sentence structure is generally correct, but there may be occasional errors in complicated patterns; there may be some errors in parallelism, subordination, consistency of tenses, reference of pronouns, etc. There are a few departures from conventional usage, but not enough to obscure meaning or to become very noticeable to the reader. There are some violations of punctuation, capitalization, abbreviations, use of numbers, etc. beyond what appear to be slips of the pen. There may be several spelling errors in hard words and a few violations of spelling rules.

Low

The assignment contains sufficient errors to detract from the overall meaning. There are so many errors in sentence structure patterns and basic usage that the reader has difficulty interpreting what the writer means. Basic punctuation is omitted or haphazard, resulting in fragments, run-on sentences, etc. There are many spelling errors, particularly in often-used words.

In Lima Technical College's (LTC) EECAP project, we analytically assessed high school student writing and then designed intervention strategies to remediate deficiencies. Following is an account of how the the use of an EECAP trait scoring writing assessment model uncovered biases in Lima Technical College's writing placement process.

Lima Tech's EECAP program developed a rubric to evaluate the writing of the high school juniors from Lima Tech's EECAP schools. The EECAP rubric took the shape of an analytical trait scoring grid (see Table 1) that rated four writing traits, "organization," "development," " style," and "mechanics," on a scale of 1 (low) to 6 (high). Prior to EECAP, I had been trying to think of a way to evaluate LTC's placement process. Now that our EECAP group had field tested a rubric to

Table 1

Condensed Trait Scoring Guide

Organization (Control of Topic, Direction)	**Development** (Originality, details, Awareness of Audience)	**Style** (Inventiveness, Manippulation of Language)	**Mechanics** (Correctness)
High 1. sufficiently addressed the assigned topic 2. sense of beginning, middle, and end 3. interesting pattern of organization 4. transitions a. smooth b. creative c. varied (uses transitional words/phases, parallelism, pronouns, repetition, etc.) 5. feeling that piece is a "whole" 6. clear intent 7. focus on major point 8. point of view maintained	*High* Reader finds ideas in paper 1. convincing 2. fresh 3. supported by sufficient details 4. illustrated insightful details 5. strategically placed 6. beyond the personal 7. aware of audience	*High* 1. writing is unique and original 2. sentence structure varied, rhythmic, balanced, etc. 3. diction rich, appropriate 4. rhetorical devices (metaphor, rhetorical questions, allusions, etc.) used effectively 5. varied vocabulary (cliches, only when consciously used; no deadwood)	Four areas included are: 1. SENTENCE STRUCTURE (fragments, run-ons, confused sentence structure 2. USAGE (S-V agreement, pronoun reference,modifiers, homonyms, verb tense, correct word choice) 3. MECHANICS (punctuation, capitalization, abbreviations, numbers) 4. SPELLING
Middle 1. doesn't sufficiently address the assigned topic 2. abrupt beginning, disproportionate body paragraphs, lack of closure 3. safe, predictable pattern of organization 4. mechanical and/or redundant use of transitional devices 5. feeling that something is missing 6. unwarranted shifts in point of view 7. wavering intention	*Middle* Reader finds ideas in paper 1. acceptable 2. predictable 3. supported by limited details 4. uneven (some points well supported, other underdeveloped) 5. showing little awareness of audience	*Middle* 1. occasional use of cliches and deadwood 2. sentence structure mostly S-V-(O); some patterns of sentence variety 3. vocabulary adequate but occasionally limited 4. some attempts at rhetorical devices and figurative language	*High* 1. relatively error-free especially in varied or complicated sentences 2. few mistakes in usage 3. errors obviously slips of pen 4. misspellings only in hard-to-spell words

Low

1. little or no addressing of the assigned topic
2. no way of getting into subject, lack of any closure
3. no pattern or sense of organization
4. few or no transitions, making writing abrupt sloppy
5. reader forced to invent ways of getting from point to point
6. point of view unknown to reader
7. lack of any intention

Low

Reader finds ideas in paper

1. few and unwngaging
2. distracting and inappropriate
3. supported by too few details
4. superficial and trite
5. without awareness of audience
6. remaining only at personal level

Low

1. use of obvious cliches and tired ideas, deadwood
2. sentences mostly primer style or sameness of structures
3. vocabulary noticeably deficient, repetious, inappropriate
4. lack or ineffective use of rhetorical devices of figurative language

Middle

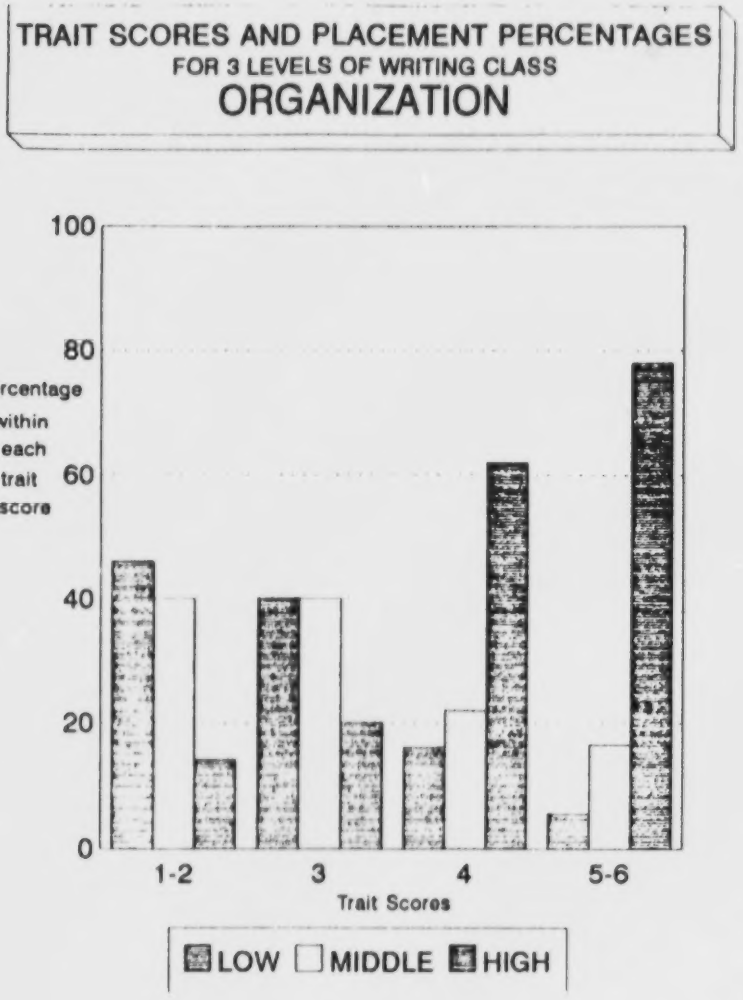
1. occasional errors in parallelism, subordination patterns, etc.
2. departures from usage that do not obscure meanings
3. some violation of mechanics beyond slips of pen
4. a few spelling errors

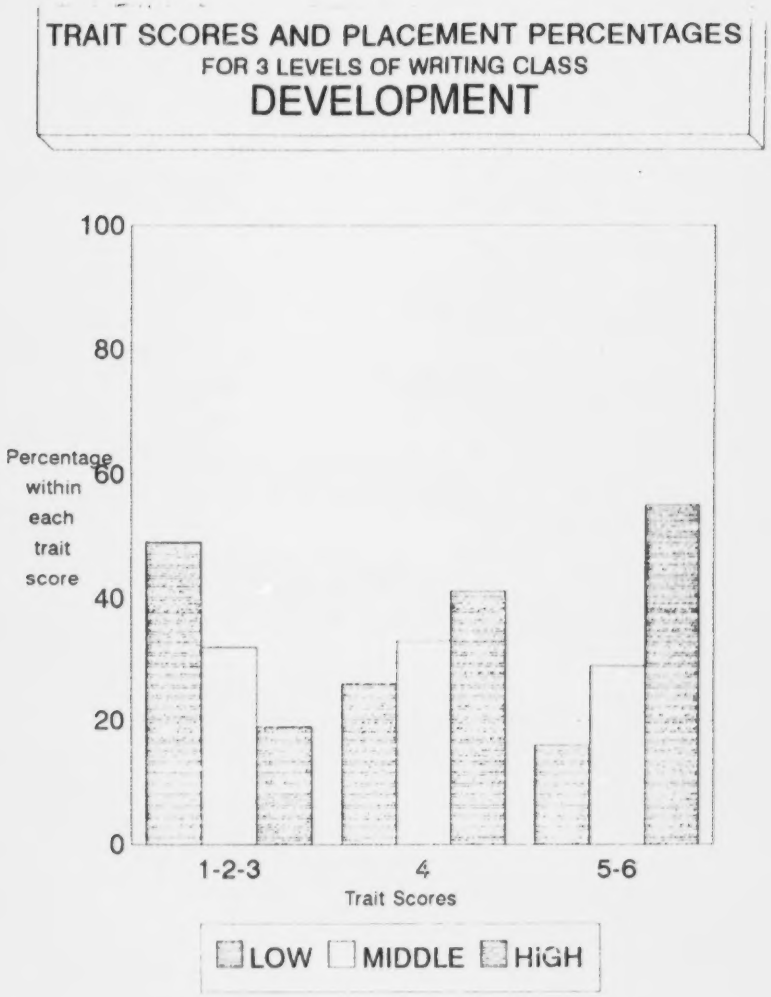
Low

1. errors in sentence structure and usage that force reader to reread or ponder in order to discover meaning
2. obvious departures from usage that call attention to themselves
3. omitted or haphazard use of punctuation or capitals
4. many spelling errors, especially in often-used words

measure writing ability, I felt that I had a way to evaluate LTC's current method of placement. I used the EECAP rubric to compare the EECAP analytical trait scoring model to the current LTC method of writing placement, which is holistic.

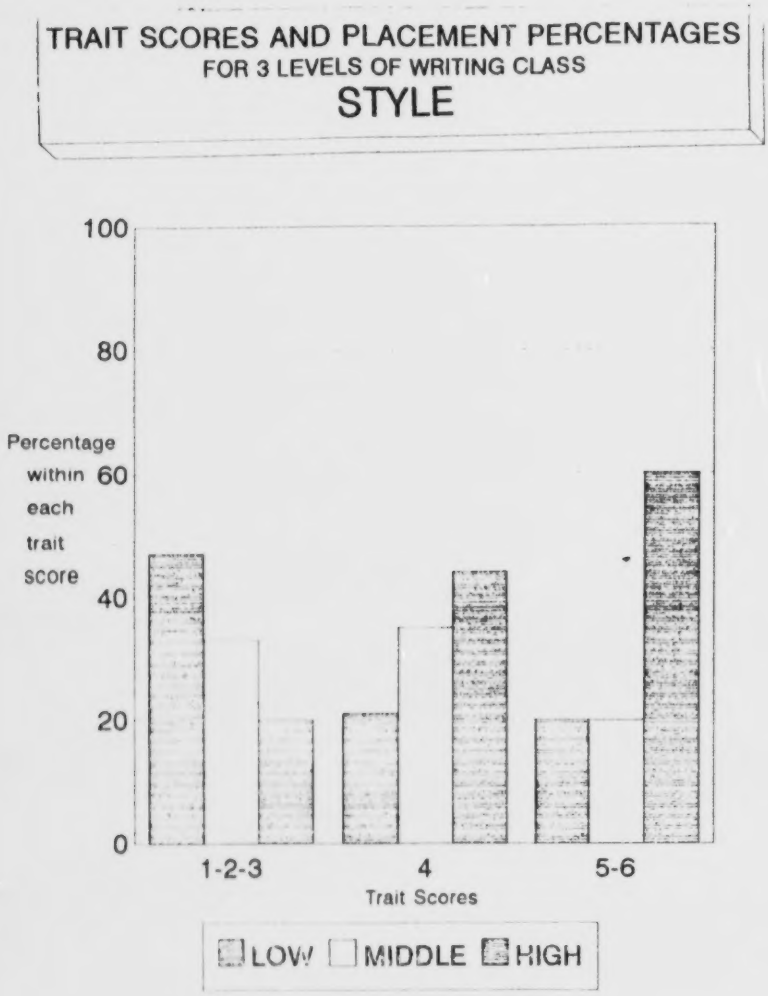
First off, to set up my comparison, I needed a sample of student writing to assess. I decided to use LTC students writing placement exams and evaluate these writing samples using the four-trait EECAP rubric. I also kept track of which of Lima Tech s three levels of first-year writing classes, low, middle. and high, these students being assessed were placed into. Another piece of information I collected





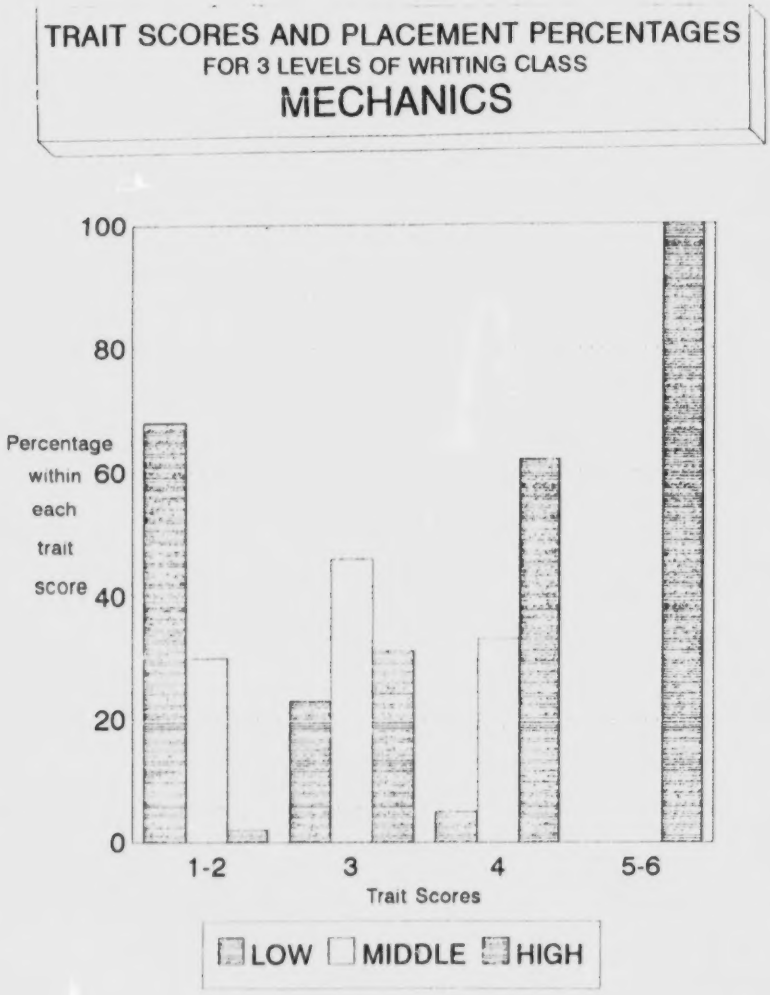
was the grades these students being studied received in their first writing course at LTC. Now I had three groups of information; and I wanted to find out the relationship between EECAP trait scores and Lima Tech college placement; and the relationship between EECAP trait scores and Lima Tech class grade. For the study I took measures on 132 students who took the Lima Tech writing placement exam in Winter, Spring, and Summer quarters 1991.

The results of the study showed that all 4 EECAP traits had a statistically



significant relationship to placement into the 3 levels of LTC first year writing classes. (All positive correlations mentioned in this paper were significant to the p .05 level-) In other words, students with higher EECAP trait scores were generally placed into the high level class of Lima Tech's 3 first year writings classes. And students with lower trait scores were generally placed into the low level first-year writing class. The correlation held true for all four traits. Taking a closer look at one of the traits will help clarify this correlation. Figure 1 is a bar

graph which illustrates the correlation between placement and EECAP trait scores for "organization." For each trait score(s), from 1-6, the bars on the graph indicate what percentage of students were placed into the 3 levels of writing classes. For all the students who scored a 1 or 2 in "organization," about 45% were placed into the low writing class; about 40% were placed into the middle writing class; and about 15% were placed into the high writing class. Thus, a lower trait score correlates to placement into a lower level writing class. And, as the trait scores went up, less students were placed into the lower class and more were placed into the middle and high classes. Continuing to look at Figure 1, of



all the students who scored a 3 in "organization," 40% were placed into the low writing class; 40% were placed into the middle writing class; and 20% were placed into the high writing class. And of the students who scored a 4, about 60% were placed into the high writing class. Only about 20% were placed into the middle class and about 15% into the low class. Of the students who scored a 5 or 6, about 78% were placed into the high writing class with only about 15% being placed into the middle class and 5% into the low class. Overall, students with a low trait score were placed into the low level writing class and students with a high trait score were placed into the high level writing class.

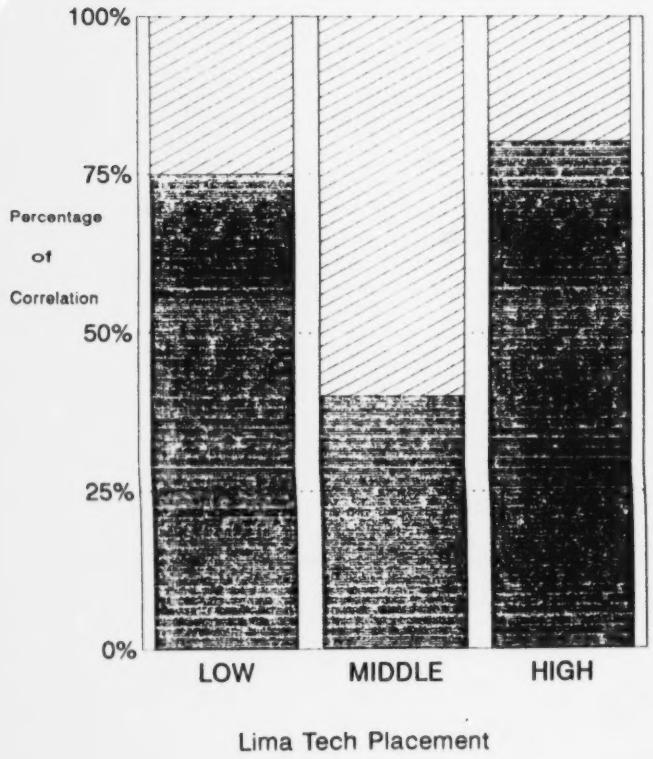
You will notice that this pattern is consistent with the pattern shown in Figures 2 and 3 which are are bar graphs illustrating the correlation between placement and trait scores for both "development" and "style." A lower trait score for either "development" or "style" correlates to placement into the lower level writing class. A higher trait scores correlates to placement into the higher level writing class. While the pattern is consistent for "development" and "style," the correlation is not as dramatic as it was for "organization."

Looking at the final trait, "mechanics" (Figure 4), the relationship between placement and trait scores is much more substantial than it was for any of the three previous traits. A low trait score (1-2) correlates to placement into the low level writing class at about a 70% rate while a high trait score (5-6) correlates to placement into a high level writing class at a 100% rate. Every student who scored a 5 or 6 on "mechanics" was placed into the high level writing course. The pattern for "mechanics" is consistent with the patterns for the other three traits, yet in "mechanics" the pattern appears to be more substantial.

(If you are still with me, and all this talk about correlations and percentages has not put you off,) Let us look at another set of relationships, (to confuse matters momentarily) that will show there are areas in which, generally speaking, Lima Tech's placement testing does not correlate well with EECAP trait scores as a method of placement. In Figure 5 you will find the results of the correlation between Lima Tech placement and EECAP trait scores as a method of placement. Of all the students placed by Lima Tech into the low level writing course, EECAP had a coincidence rate, or agreement rate, of 75% That is, in the low class EECAP and Lima Tech were placing students in the same course 75% of the time and into a different course 25% of the time. Looking at placement into the high level writing course, you will notice that EECAP placement and Lima Tech placement coincide about 80% of the time. Thus in the high level writing course, EECAP is placing students differently than Lima Tech in 20% of the cases. The most dramatic difference in placement between EECAP and Lima Tech occurs in the middle course. Of all the students Lima Tech placed into the middle course, EECAP correlates at only about a 40% rate. Thus, about 60% of the time EECAP is placing the students from the middle section into one of the two other sections, low or high. While I cannot tell which method of placement is "better," I can tell that the two methods placed 45 of the 132 students differently and that placement into the middle course is especially divergent.

Another way to look at the relationship between EECAP trait scores and Lima Tech placement is to look, once again, at the position of "mechanics." When we do, we will find that 'mechanics" is as good a predictor for placement into Lima Tech writing classes as all 4 EECAP traits put together. (See if you can follow me here.) To me this is a really interesting correlation. In Figure 6 you will see a table that shows the relationship between using combinations of EECAP trait scores for writing placement and Lima Tech placement. The combination of all 4 EECAP traits (O="organization," D="development," S="style,' and

CORRELATION BETWEEN EECAP TRAIT SCORES AND LIMA TECH PLACEMENT



M="mechanics") used for placement showed that 45 students were placed differently than Lima Tech's method as you already know). Now, what is interesting about the data represented in Figure 6 is that whenever "mechanics" is included into the combination of EECAP traits being compared to Lima Tech placement, the number of students placed differently is lower than it otherwise would be. Looking at the combination of "organization," "style," and "mechanics," 45 students were placed differently. Looking at the combination of "organization," "development," and "mechanics," 47 students were placed

RELATIONSHIP BETWEEN EECAP
TRAIT SCORES AND LIMA TECH PLACEMENT

EECAP Traits				Number of Students Placed Differently
O	S	D	M	45
O	S	D		56
O	S		M	45
O	S		M	45
	S	D	M	48
O	S			58
O		D		56
O			M	47
	S	D		69
	S		M	48
		D	M	48
O				62
	S			69
			M	48
		D		73

differently. The pattern is consistent; whenever "mechanics" is included in the combination of traits, the number of students placed differently between the two methods is lower than it otherwise would be. If we rated placement essays for "mechanics" alone (second line from the bottom in Figure 6), about 48 students would be placed differently than Lima Tech's method. Yet when we used all 4 traits, as we saw in the top line of Figure 6, 45 students were placed differently. Amazingly, "mechanics" alone is nearly as good a predictor of placement, in terms of correlating to the Lima Tech placement method, as all 4 traits put together. Yet despite "mechanics" relative predictive strength, more than one out of three students (45 out of 132) were classified differently between the two processes, even in the best model of correlation which used the combination of all four traits.

In looking at the relationship between EECAP trait scores and grade in the Lima Tech writing class, two EECAP traits – "mechanics" and "style" – showed a statistically significant relationship to grade Students who scored a 2 in "style" had a mean class grade of C. The mean class grade continued to rise as trait scores rose so that students who scored a 6 on "style" for the traits had a mean class grade of B+. For "mechanics" the correlation was even more dramatic. Students who scored a 1 in "mechanics" also averaged a C in their writing class. But students who scored a 6 in "mechanics" had a mean class grade of A-. Thus, for both "style" and "mechanics," as the trait score went up so did class grade. The other two traits did not positively correlate to grade in the writing class.

The results of this study reveal "mechanics" relative predictive strength. This result suggests that structure is valued in the Lima Tech placement process as shown by the relationship between "mechanics" and placement into the 3 levels of Lima Tech writing classes. We can also see structure is valued in the relationship between "mechanics" and grades.

The implications of this study are two fold. For Lima Tech it appears that the placement process is unintentionally placing a high value on a student's ability to use appropriate grammar, spelling, and punctuation.

Instead of placing such a premium on "mechanics," the Lima Tech placement readers might want to think about how they could evaluate for content and critical thinking which would, perhaps, be better measured by the EECAP traits of "style" (which includes a rhetorical component), "development," and "organization." For other institutions as well, the study asks us to reexamine our values in writing (which ought to extend beyond whether a paper is only 'mechanically" correct) and to reflect on the values embedded in such evaluative activities as writing placement. Schools need to be able to figure out just what it is that's actually being assessed when they examine student writing and then further question whether that assessment is compatible with their stated criteria for good writing. More fundamentally, I believe that studies such as this illustrate how research can open up to us new possibilities for documenting what is happening in our writing programs.

[This research was conducted under the supervision of Joseph Petraglia, PhD, Bowling Green State University (BGSU) and submitted to Professor Petraglia in a BGSU graduate course, Research in Composition. Donna Sagonowsky, Dr. Sally Schwartz, and Thomas Beery of Lima Technical College helped the authors work through the data analysis and implications of this study.]

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PLUS ONE

To Acquire Stature: "To Thine Own Self Be True"

James O. Hammons

Rather than waste time attempting to impress universities, community colleges should focus their efforts on building stature by striving for excellence. (Reprinted with the permission of ERIC, taken from Number 78, Summer 1992 edition of New Directions for Community Colleges.

The time has come for community colleges to recognize what some of them already know: The only constituency with whom they need to acquire stature is themselves. For too long, community colleges have been looking to their baccalaureate-granting "big brothers" for approval, rather than following the example set by some community colleges and relying on their peers for recognition of excellence. In this chapter, I focus on those community colleges that are striving for excellence within the world of the community college.

To begin, I explain why it is virtually impossible for community colleges to acquire stature based on what nearby four-year colleges and universities think of them. Then, I describe the characteristics that contribute to excellence in a community college—in essence, the qualities that together characterize an ideal community college. I conclude by explaining why now is the time for community colleges to focus on achieving excellence.

Although this chapter is rooted in a great deal of personal experience (over five hundred separate visits to the campuses of over 170 community colleges in forty-two states and provinces), I want to acknowledge in advance that it is an opinion piece. Naturally, in those instances in which I refer to the works of others, I give them credit. But make no mistake about it, this work is the expression of one person's observations and experience—largely compiled in hotel rooms where I reflected on what I had seen, heard, or felt during visits to community college campuses.

Why Trying to Acquire Stature by Impressing Four-Year Institutions Is Counterproductive

There are at least two reasons that community colleges should not waste time and energy attempting to impress four-year institutions. The first reason is rooted in the dilemma that a community college president faces when trying to impress a four-year college or university. The dilemma is quite simple: Whom should one try to impress? Let us look at the alternatives, starting with the president of the university or college. How does a community college president go about trying to impress a university president? Does the process begin with a meeting, and, if so, where should it be held—on the university or the community college campus? Assuming that the meeting takes place at the community college, on what should the meeting focus to ensure the maximum positive impression? Facilities? Faculty qualifications? The success of community college transfer students at the senior institutions? And even if the university president is properly impressed, so what? It is naive and uninformed about the nature of universities and the priorities of most university presidents to assume that the invited guest is going to return to the university and extol the virtues of the community college. At best, the meeting will have impressed one person—one who will quickly explain the limits of his or her influence.

If the community college president is determined and not easily daunted, the same process can be carried out at the level of vice president and again at the level of dean. Decisions will need to be made about whom to contact and what the focus of campus tours and meetings should be. If the meetings are fully successful, the vice president and the deans may well say, "You know, we had no idea that you community colleges were doing such a good job. We're really impressed! But you realize, of course, that the vice president and the deans at a university are not where the real power is. The strength of any university is in its departments, and department chairs are the ones with the power. That's where the real decisions are made." The number of individuals to be impressed at this level provides some indication of the enormity of the task, and the reason I would advise the community college president to "forget it."

The second reason that it is counterproductive to try to impress four-year institutions is related to the nature of universities (and many four-year colleges). Cohen and March (1973, p. 3) described universities as "organized anarchies [because the typical university] does not know what it is doing. Its goals are either vague or in dispute.... Its major participants wander in and out of the organization." Having spent over twenty-five years as a student and a professor

at five four-year college and university campuses and having worked as a consultant on the campuses of fifteen to twenty four-year colleges, I think that these two authors are right on target. Given that, I question why a community college that is striving for excellence would be interested in seeking recognition from that kind of organization.

In addition, universities, by their very nature, are notoriously compartmentalized and inner-directed. Usually, it is only when their own self-interests are severely threatened that their actions reflect their acceptance of the idea that they exist in an open system, and they make an effort to be responsive to the needs of the society that funds them—or to the "feeder" colleges that send them students.

Defining Excellence

My article "Five Potholes in the Road to Community College Excellence" (Hammons, 1987) generated a few letters, several telephone calls, and two or three heated discussions in the hallways of several meetings. The article described "potholes" or deterrents to community colleges' achievement of or aspirations for excellence. I did not define excellence in that article. Here is a good place to do so: Excellence is "accomplishing one's mission, goals, and objectives in a cost-efficient manner, while maintaining a positive institutional climate for staff and students." In the following pages, I outline twelve characteristics that exemplify ways in which community colleges have succeeded in achieving excellence. While all of the characteristics are important, the first three are critical.

Excellent Colleges Are Clear About Their Purposes and Have Goals That Clearly Support Those Purposes. In *In Search of Excellence: Lessons from America's Best-Run Companies*, one of the most popular books on management ever published, Peters and Waterman (1982) discuss eight characteristics of successful American corporations, one of which is "stick to the knitting." While some scholars (for example, Carroll, 1983) have been quite critical of these two authors' methods and findings, my experience supports the relevance of that characteristic to community colleges, but with one caveat: Colleges cannot "stick to the knitting" if what they are knitting (I equate knitting with purposes) is not well known, agreed to, and used as the basis for decision making of all types, ranging from the criteria used in evaluating personnel to decisions about organization structure. Three cliches amplify this caveat: "If you do not know where you are going, any road will do." "If you do not know where you are going, how will you know how to get there?" "If you know where you are going, you'll know when you arrive."

Excellent Colleges Develop Action Plans (Including Budgets) Tied to Their Purposes, Goals, and Short-Term Objectives. Excellent colleges do not develop master plans that sit on shelves gathering dust. They develop the plans and then they set out to implement them. One sure indicator of the seriousness of any planning effort is the extent to which budgets and plans are related. In most colleges, planning and budgeting are like parallel lines—no matter how far they extend, they never meet. It is difficult to understand why, in an institution managed largely by persons holding doctoral degrees in educational administration, this situation exists.

In the exception-to-the-rule colleges, planning and the setting of goals and objectives are prerequisites to budgeting. In these institutions, it is a well-known and accepted way of life that expenditures for new projects or new positions can be considered only if they were earlier approved as part of the objectives for that year.

Excellent Colleges Hold Themselves Accountable. As Crosby (1979) has observed, quality is conformance to requirements. The previous characteristics are meaningless without some method of enforcing accountability.

The history of higher education clearly demonstrates that colleges and universities have consistently been criticized for lack of responsibility. But when the current accountability movement began, it did so because institutions were not holding themselves accountable. Many years ago, I described a four-step process by which a college could derive accountability statements (outcomes assessments) to accompany statements of mission, goals, and means for achieving them (Hammons, 1977). I concluded by observing that "the utilization of the process . . . can be a first step towards restoring public confidence in higher education" (p. 135). If community colleges had moved to implement some version of that model, they would not be drowning in the pool of accountability laws and regulations that now surround them, and the current pressure for outcomes assessment would not be required.

Excellent Colleges Have an Institutionally Approved Statement of Values. A number of colleges meet the first three criteria. It is clear where they are going, how they are going to get there, and how they will determine if they have arrived. What is missing is an understanding of how they will behave en route; in particular, how they will treat the people who make their journey possible. To date, perhaps a handful of colleges have taken the time to think through their values and put them in writing. The importance of values in business and industry is well documented in Ouchi (1981). Although written for American business, there is much about Ouchi's book that makes it worthwhile reading for community college educators. Especially helpful are the value statements in the appendices of the book.

For example, Hewlett-Packard's statement of corporate objectives says that "we are proud of the people we have in our organization, their performance and their attitude toward their jobs and toward the company. The company has been built around the individual, the personal dignity of each, and the recognition of achievements.... We want people to enjoy their work at H-P and to be proud of their accomplishments. This means that we must make sure that each person receives the recognition he or she needs and deserves. In the final analysis, people at all levels determine the character and strength of our company" (Ouchi, 1981, pp. 230-231). Equally of interest is Intel's statement about informal culture: "Open [constructive] confrontation is encouraged at all levels of the corporation, and is viewed as a method of problem solving and conflict resolution. Hiding problems is not acceptable. Covert political activity is strongly discouraged. Decision by consensus is the rule. Decisions once made are supported. Position in the organization is not the basis for the quality of ideas. Decisions are encouraged to be made at the lowest possible level in the organization" (Ouchi, 1981, pp. 251-252). These two statements articulate clear, succinct values that are the vital missing link in the planning documents of most colleges, even those that are well down the road to excellence.

Excellent Colleges Have an Institutionalized Human Resources Development Program. In the last twenty-five years, there have been a number of short-term, largely unsuccessful efforts at implementing staff development programs in community colleges. Today, a very optimistic estimate would be that only a small percentage of community colleges have a comprehensive human resources development program that is institutionalized, that is, an integral part of the college. To be comprehensive, the program must encompass all aspects of human resources development, including advertising, recruitment,

selection, orientation, development, and evaluation. To be institutionalized, the program must be made a part of the regular budget process, not dependent on grant money or funds leftover from the budget process.

As of this writing, a doctoral student at the University of Arkansas is analyzing results from the first comprehensive, national assessment of the human resources development function in community colleges. From a preliminary review of the data, it is clear that most community colleges do not have either an institutionalized program or a comprehensive program. This finding seems somewhat incongruous given that community colleges are in the human resources development business. It places them in a situation much like that of the house painter whose house needs painting!

Excellent Colleges Have Effective Performance Appraisal Plans for All Personnel. One of the single most important ingredients in the success of any organization is a system for recognizing, rewarding, and reinforcing the performance of its people. Based on the very large number of colleges that send representatives to workshops and conferences on the topic of faculty evaluation, as well as on my own experiences in working with over fifty colleges as they attempted to develop a way of evaluating faculty and managerial performance, it is clear that evaluation is a problem with which most community colleges are still wrestling. In this regard, one observation must be made: Whether performance plans are used for developmental or judgmental purposes does not appear to be as important as whether employees know what their supervisors think about their performance and whether employees believe that their productive performance is being recognized, rewarded, and reinforced.

Excellent Colleges Adapt to Environmental-Social Changes. Compared to the ages of many four-year colleges, most of today's community colleges are in their infancy. In fact, for many, most of their "charter" faculty are still active. Yet, a surprising number of these institutions are just as steeped in tradition or as set in their ways as some of the oldest of the four-year colleges.

The history of the community college is a history of change. Some analysts of the community college are convinced that this ability to adapt to change has been a major factor behind the success of the community college. The excellent colleges are the ones whose environmental antennae are out and working, whose internal climate sensors are on and registering, and whose administrations are not afraid to rethink priorities, to change direction, and to add or drop programs when social climate and environmental factors indicate that it is appropriate to do so.

Excellent Colleges Manage Their Resources Wisely. More than twenty - years ago, there appeared marked differences in the ways that colleges with essentially the same funding sources managed their resources. It was often all I could do to keep a straight face while a president or dean explained that he (and in those days, almost all were male) would like to do something or make some change but "there just wasn't any money for that," when I had been on the campus of another college in the same state that was doing precisely what he said could not be done. Since then, the differences in how colleges use resources no longer surprise me—only the degree to which a lack of funding is used as an excuse or barrier to making needed changes.

A detailed discussion of the ways that community colleges might be more efficient is a topic worthy of a treatise. For now, the four areas where differences in efficient use of resources are most obvious warrant mention. These four areas are administrative structure, new-course controls, course scheduling, and use of technology.

In the area of administrative structure, some institutions seem to have administrators who multiply like amoebas. For every new vice presidency created, there will soon appear an associate vice president, who will soon acquire his or her own administrative assistant or executive secretary. The effects of this practice are devastating—to faculty morale, to communication, and to budget. All too often, these top-heavy institutions have secretarial pools with 1:20 ratios for faculty and administrators who complain of not having enough money for staff development.

The number of courses offered and the manner in which they are scheduled are two other areas where particularly inefficient management practices are often found. At one time, the typical community college curriculum could be likened to a stripped-down Chevrolet—it got us where we wanted to go, but with very few "extras." Not anymore. Today, it is common to find a Cadillac-style list of course offerings that equals or even exceeds the bloated offerings of nearby four-year colleges. Over two decades ago, Dressel (1971) illustrated how, in the absence of significant infusions of new money, course proliferation results in lower salary increases, increased scheduling problems, and classroom shortages. The accuracy of his predictions is quite evident today.

Colleges also waste dollars in determining the number of multisection courses to be scheduled. At institutions such as Miami-Dade Community College, the average size of classes within a division is a carefully determined goal that division chairs must achieve. Because of the resultant savings in their academic budget, significant dollars are available for other activities, such as faculty travel. Again, it is safe to say that colleges that are not careful in controlling class scheduling are often the same ones that complain about "not having any money."

Another resource that is used differently by the excellence-oriented colleges is minutes—the time of their people. The differences between the two types of colleges can be understood only after recognizing that community colleges are labor-intensive organizations in which personnel costs often consume over three-fourths of the budgets, and in which, with few exceptions, most personnel are paid by the hour.

In the non-excellence-oriented colleges, staff, faculty, and upper-level administrators often pay little regard to the person-hours that tasks require. Inefficient methods and redundant operations constitute standard operating procedure. The routine is not routinized ("Let's see, how will we handle registration this time?"), and staff and faculty are often required to continue using outmoded time wasters such as ditto machines and manual typewriters.

In contrast, excellence-oriented colleges view their people as their most valuable and costly resource. They recognize the value of "routinizing the routine" (without "rut-inizing"), and they look for ways to make the job of each person as meaningful and financially rewarding as possible. As a consequence, they are quite receptive to the use of technology, both to increase efficiency and to ensure that their people are not required to do what machines can do better.

Excellent Colleges Seek to Identify and Solve Their Problems. Lewin (1947) suggested that excellent institutions are institutions that can solve their own problems. The truth in this observation is obvious. But before a college can solve a problem, it has to recognize and accept that the problem exists. Over the years, the colleges that have impressed me have been those that seem to actually enjoy finding problems. A problem identified was an opportunity to learn how to improve, and they welcomed it! Further, once a problem was identified, the search for a solution brought out the best in their people.

In the other-than-ideal colleges, a very different attitude toward problems

exists. Mostly, problems are dreaded, and there is often a reluctance to admit that a problem exists, which is sometimes tied to the mistaken notion that the presence of a problem is prima facia evidence of wrongdoing. In other instances, once it is recognized that a problem exists) there is usually a long delay (often filled by attempts at blame placing) before the organization finds and implements an effective method of resolving it.

Excellent Colleges Have an Effective Way of Involving Their Various Constituencies in College Governance. The board of trustees is the legal governing body of most community colleges, and in less-than-excellent colleges that point is repeatedly emphasized as a reason why something cannot be done: "They [the board] would have to approve that" or "It's board policy." In the college oriented toward excellence, the board is recognized for what it is—a legally constituted body with specific responsibilities and accountabilities. The board, the president and his or her staff, the deans and vice presidents and their staffs, the faculty senate, the student council, the staff society, and the faculty association are all seen as individuals or groups who have a vested interest in the welfare of their constituents *and* who have the interests of the college as a whole to consider. In these institutions, great effort is made to delineate the authority, responsibility, and accountability of each group so that conflict is minimized, and at all times they strive to observe the primary underlying principle of any effective shared governance system: Those affected by a decision must be involved in the decision making.

Excellent Colleges Believe in Teamwork and Practice a Team Approach. In the ideal college, there is a conscious decision to work as a team, and individual members are willing to put aside self-interests for the good of the team. This decision often has a synergistic effect, where group output is better than might have been expected given the talents of individual members. In this kind of work environment, team members look forward to coming to work and even enjoy spending time with other team members and their families away from work.

A lack of teamwork usually characterizes less than ideal colleges, where enlightened self-interest prevails and an "everyone for themselves" mentality exists. The result is often one or two "stars" who succeed in pursuing their own agendas (then use that achievement to move on to other institutions while leaving behind messes for someone else to clean up), a "we-they" mentality that can result in duplication or missed opportunity, and a work climate best characterized as somewhere between totally unbearable and just barely tolerable.

Excellent Colleges Have Effective Communication Systems. Effective communication is the glue that holds a college together. Without effective communication, attempts to do the things that lead to excellence—plan and set goals, recognize and solve problems, and function as a team—are all doomed to fail. As a consequence, in the excellence-oriented college, all parties—board, administration, faculty, and classified staff—recognize that good communication is something that takes effort, and everyone works as hard at listening to one another as they do at ensuring that they are sending clear messages. In these institutions, most people usually think that they know what is going on, and when they do not know, they are not afraid to speak up and do not hesitate to "go to the horse's mouth" to get the true story.

In contrast, in institutions with poor communication, rumors are rampant. In these colleges, people expend a great deal of energy to find out what is going on, the prevailing mode of communication is one-way via written messages, and people rarely speak their minds. As a consequence, any attempt to make significant improvements is doomed to fail.

One additional observation must be made. The size of the institution or the presence or absence of detailed governance mechanisms appears to have little relationship to effective communication. There are small colleges with fewer than fifty faculty that have major communication problems, and there are large colleges that, on paper, have little in the way of shared governance structures in place but have staffs who are well-informed about what is going on and believe that they have an appropriate role in decision making.

Conclusion: The Importance of Now

It is especially critical at this time in their history for community colleges to focus on improving their performance and on impressing themselves and their communities with their worth. First, there is the importance of now. Virtually any well-informed individual is aware that our country is at a crossroads in the international economic community. Our choices are simple. We can elect to change course and move in the direction of a higher quality of life, or we can continue on our present route, which has led us to drop several notches below our former position of number one in the world. The choice is ours. The task of improving the quality of the education of our youth, our work force, and our citizens must be our first priority. Once that goal is achieved, the benefits that will follow include a well-informed electorate, a renewed interest in participating in local, state, and federal elections, an environmentally conscious citizenry, a "kinder, gentler society," and a higher quality of living for all of us—in short, the kind of society that we once thought possible.

Obviously, community college leaders alone cannot effect these changes, but they can get their own houses in order! In all likelihood, community colleges will continue to be the only chance for postsecondary education for hundreds of thousands of high school graduates. Community colleges are already the only hope for millions of persons who are beyond high school age and who are living and working in our communities, many in jobs that will not exist five years from now.

The challenges facing community colleges are too urgent for them to waste valuable time trying to impress and change the attitudes of university types. Instead, their energies should be directed at getting on with their major task—that of achieving excellence. By focusing on this goal, community colleges will be doing what is right for the only groups that they should be trying to impress: their communities, their students, and their own staffs! In this regard, the only mission that a community college has is to provide the highest quality, postsecondary educational services possible to the citizens of its community. This is a very simple, straightforward mission. It is a mission around which staff can rally because, even in today's materialistic society, it is a mission that is worthy of the devotion of those who staff the "people's college"—if they perceive that their institution is seriously interested in pursuing it.

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PRACTICUM

Illiteracy On the Run

George Kemp

The arrival of many foreign students, the increasing high school drop out rate and unemployment have placed a real literacy problem on the doorstep of the two-year colleges. George Kemp shares with us Cuyahoga's program and work in this area.

Recently 600 people showed up at 5 A.M. to apply for one factory position in Cuyahoga County; with our current economy this would not seem unusual, except 200 were turned away because they could not complete or even read the employment application - - - let alone meet the requirements of the job!

The frustrated employer put it bluntly, "Of course, I am disappointed by the number of job applicants that cannot read or do simple mathematics for this job." He added in anger, "As for some of the personnel I have already hired, there are too many secretaries who cannot spell, managers who cannot construct a clear, concise memo or employees who cannot calculate percentages. Like other employers, I expect to hire people who can read, write, speak, listen, reason, and mathematically compute to be effective on the job as well as to advance." Looking me straight in the eye he said, "It makes me wonder just what the state of literacy is in the Greater Cleveland area? Illiteracy or innumeracy can no longer be hidden and ignored in the workplace."

This employer's controversial and passionate concern is a valid one. First of all, people should recognize that the national standards of literacy in America have changed. No longer are five years of schooling adequate to achieve "functional literacy;" rather ninth grade competence is the new national ideal because of the economic sophistication of our society. Those workers who want to compete in today's changing workplace, need to take the initiative in educating themselves towards higher levels of employability.

Using this new national criteria, Cuyahoga County is in severe trouble. Of the Cuyahoga County's 1,110,089 people, 18 years of age or older, nearly 200,000 adults are for all practical purposes, functionally illiterate. With illiteracy blighting the lives of 20% of our citizenry like the fifth horseman of the Apocalypse, it is little wonder that we are glutted with unemployment even in good economic times; welfare lines keep growing.

Such statistics are shocking. According to Martin Kinsella, Employment Counselor at the Western Campus of Cuyahoga Community College, "Everyone who hires employees wants high school graduates or their equivalents. Even small businesses rely so completely upon computers and high technology, that the workplace as we knew it, is no more. Only a few people with limited academic achievements succeed with just a 'strong back and willing hands.' Furthermore, you cannot expect to be a high school dropout to earn high wages in a manufacturing environment or even expect to work thirty or forty years with the same paternalistic employer. Now every 5 or 10 years workers are economically or geographically displaced. They are forced invariably to re-market or upgrade their job skills in a cyclical job search. In most cases, the best jobs go to the best communicators, and those individuals who are able to adapt basic skills to a new situation."

This is serious business. The United States Department of Labor Employment and Training Administration states, "The challenge of providing

traditional academic skills in the workplace is one that can be met by using an applied approach to basic workplace skills training, using or adapting materials and concepts that are job-based." Deficiencies in workplace skills are reflected in productivity decline, increased accident rates, costly production errors, and the inability to effect critical job retraining.

Fortunately, the North Coast of Ohio has a program which serves as a transitional agent between high school and the community. Cuyahoga Community College's Literacy Service Program, under Director Raymond E. Manak, offers the cure—a new opportunity for high school dropouts to develop their skills and to increase their employability and income.

Cuyahoga Community College's Center for Training and Economic Development operates a number of successful literacy initiates. There is the nationally recognized workplace literacy project called "BIG STEP"; the Center also runs literacy programs for Cuyahoga County's JOBS Program and the city of Cleveland JTPA. Other literacy programs which are operated by the Center include programs in the fields of Corrections, Youth Development, and English as a Second Language. These programs are so successful, in fact, that among two-year colleges, Cuyahoga Community College is considered one of the largest literacy service providers throughout the country.

As for income, the Bureau of Census reaffirms that the more education one has, the more likely is the prospect of consistent higher earnings. The average annual earnings of someone who did not finish high school was less than $6,000 as compared to the approximate $19,000 of a high school graduate. Those who go on for advanced education, as one suspects, show even greater earning power.

Currently there are five target populations for the program through which a candidate can regain personal dignity and economic capability once he/she completes the required studies. These populations include ex-offenders, welfare recipients, single heads of economically disadvantaged households, unemployed veterans, and the handicapped. Workplace skills in mathematics and English are taught to them contextually to reflect their actual use on the job. Now it is about time that astute and ambitious citizens turn to the Literacy Service Program to improve their economic well- being.

Cuyahoga Community College will continue to lead on the national scale only if it can improve the quality of life for its citizens in the Greater Cleveland area. The Adult Learning Center, for example, has played a key roll in helping students reach their GED and job placement goals. Approximately 30% of its graduates go on to 2 or 4 year colleges and universities. The students have approximately better than two years grade level improvement in mathematics after 45 hours of instruction and almost two years average reading level improvement after 60 hours of instruction.

If we live in times of trouble, in a period of recession, so also do we live in a time of great opportunity for those who search it out. The men and women who made the effort to enroll in the literacy program or basic skills services know that reading is basic to survival in today's world. Reading enables men and women to participate in the community and to vote intelligently. It is through this simple medium "reading," that a substantial measure of happiness comes from public service, preserving the environment, and upholding the sanctity of life.

Perhaps, the most amazing literacy technical program is Cuyahoga Community College's "Television Tutor." Teachers and coordinators have initiated practical, not theoretical ways, of gaining those skills to compete in this highly technical and sophisticated world. They build upon the prior knowledge of the learner and emphasize problem identification, reasoning, estimating and

problem solving. As a result, computer-based learning, telephone tutoring, taped television instruction, and humanized classroom instruction blend into a winning combination for its targeted participants.

With the State of Ohio Department of Education Funding, and partnership with Kentucky Educational Television (KETV), Ohio Bell, Ameritech, and the Garfield Heights Community Center, a systematic and efficient literacy program has been brought to southeastern Cuyahoga County. What is offered to these students, is the "best buy in town."

Here is how it works. Under a renewable Department of Education Grant, Cuyahoga Community College provides each committed adult with videotapes from its cable channel 51 series "Learn to Read," a newspaper-formatted workbook, and Telephone Tutor to guide every step of his or her progress towards literacy." And the good part, says Donna Levine, adult reading specialist, "is that...no one has to know you can't read or that you don't understand." Now all a learner has to do is phone his telephone tutor for help.

Students review classroom lessons and do 87 three-minute segments which correspond to in-center drills. The difference is that students need not leave their home; all they have to do is effectively use their touch-tone phones. Although this service is to supplement classroom instruction and not replace it, the service is an innovative educational breakthrough, second in the state. Over 3,000 students have profited so far. On an average, students are demonstrating a gain of one and a half grade levels after only three months into the program!

As a result, most readers appreciate their local Cuyahoga County Library more than ever. The library has books of every type, both vocational and recreational, which compel them to learn more as literate citizens. These students no longer live as Thoreau put it, "lives of quiet desperation." Most of them feel and express gratitude that an educational program gave them a second chance as "non-readers" to become educated as best they can.

But more importantly, as employees, these adults can greatly assist an employer or corporation in meeting its strategic goals and competitiveness. They accomplish this by effectively applying new knowledge—literacy skills—to job duties and tasks. Hopefully they evolve into secretaries who can spell, managers who can construct a clear concise memo, and personnel who can calculate practical math problems. In short, a better self-image is a positive incentive to achieve.

If more residents would "fearlessly" explore the other courses and programs made available to them by colleges and universities in the greater Cleveland Compact, basic skills could be readily improved and employability increased as we emerge from this recession. Most of area institutions, in spite of fiscal constraints, support tutoring activities by assigning staff, experts, volunteers and classroom space to youth and adult literacy.

The Greater Cleveland Compact, and Cuyahoga Community College actively assist adults to achieve personal success and employment by altering poverty and ignorance. As it is now, everyone who values the ability to read and to write–endorses Cuyahoga Community College's innovative programs committed to "stamping out illiteracy in Cuyahoga County." After all, America's standard of living and quality of life are improved by a literate electorate. By keeping "illiteracy on the run," we help preserve this free society.

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FORUM

ISSUE: To What Extent Does the Increasing Proportion of Part-time Faculty Threaten the Quality of Programs and Teaching in the Two-year College?

One of the great fears of many in two-year education is that the increased hiring of part-time faculty will result in loss of quality, content, control, and mission of programs and courses. Candice Johnson and Susan Heady, both part-time faculty, address this issue.

Professional Sense of Community

Candice Johnson

In my view, the quality of programs and teaching in the two-year college is threatened by the increasing proportion of part-time faculty only to the degree to which the school perceives this group as inferior to full-time faculty. A college that isolates part-time faculty, not including them as part of the "club," sets up a process which lessens the quality of programs and teaching.

A sense of community, a camaraderie among peers, is indeed, an important aspect of the college setting. A self-fulfilling prophesy goes into effect when part-time faculty are made to feel like second class citizens. Teachers, whether full-time or part-time, must be treated as professionals if they are expected to contribute effectively to the academic program of the college. Providing a professional atmosphere to all faculty, rather than reserving such treatment for full-time, tenure-track members is a vital step in decreasing the threat to the quality of programs and teaching. Links between bureaucratic and professional systems and teaching satisfaction, commitment, and efficacy are well established in the literature. Teachers who are given job conditions which are important to them and which respond to their needs in turn will provide the school with the things that it considers important. Furthermore, recent studies provide compelling evidence that teacher satisfaction, commitment, and efficacy are linked to student achievement (Sergiovanni & Starratt, 1988).

When special care is taken to counteract the negative attitudes that can so easily develop around this issue, and when part-time faculty lose their second class citizen image, these faculty members can be seen as a gift rather than as something to be criticized or merely tolerated. Part-time faculty members can then be valued for the uniqueness they bring to the college as a result of their other activities. In my own case, course work I have taken while teaching part-time has, indeed, increased my classroom effectiveness. Likewise, those involved in research or another job bring a perspective to their teaching that full-time faculty cannot offer. Thus, when treated professionally and with respect, the entire faculty, both full-time and part-time, can unite, strengthening the overall quality of programs and teaching in the two-year college.

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I Am a Good Buy

Susan Heady

As a part-time instructor for the last six years, I looked at this question perplexed because it assumed I was threatening the programs and teaching at my school. I believe there are advantages and disadvantages to having part-time faculty.

I love to teach, and given my circumstances, I relish such opportunities. Most obviously, I am saved from burnout by not teaching every quarter. Besides teaching, I do research, and thus I more fully enjoy each of these jobs because they are so different. My research is applicable to my teaching, and I bring this new material to my lectures. Full-time teaching would not have this advantage. I believe that research and teaching are compatible since each feeds the other. I have observed that those part-time teachers who teach aspects of their work include aspects of their full-time job in their teaching. For example, a practicing lawyer who teacher as course about law brings practical, pertinent experience to the classroom. There is an expression that those who can, do; those who can't, teach. I disagree because I believe the best are those who can do and can teach what they do. With teaching comes understanding. Therefore, I believe I bring something new and worthwhile to the classroom. The school gains.

From the school's perspective, I am a good buy. I am underpaid and used just as needed. There is no commitment to me after the quarter ends. At the same time, I cannot be expected to take on an activity such as recruiting because of my temporary status. Because I am not a member of the full-time faculty, I am thought of and treated as a second-class citizen. Sometimes I have a mailbox and office, sometimes not. My term is only three months; whether I teach again is always a big question; thus I cannot be counted on to be there the next term. My full expertise is underutilized. When I have gotten involved in committee work, I have found it frustrating to develop an idea and not be around to implement the changes. By design, my primary goal is to teach my class well, not to evaluate and change the school's programs. I have often thought that if I knew I was going to teach a specific class for a while, I would invest considerable time: for example, write a new lab book, rework lectures. But I do not know when and if I will teach a particular class again. This is a matter of priority and loyalty as to where I put my energies. The school loses.

I teach my class, fulfill my obligation, and then am gone (often to another job). This design makes it difficult for students to find me though I hold scheduled office hours and do make appointments. If special programs, such as tutoring or assistance for disadvantaged students are in place, I am not likely to know about these. Thus, I believe that part-timers are less likely to utilize such services; they continually face the burden of not knowing about policy changes within the school. This is especially true for those who teach but one quarter per year. However, part-time faculty orientations and patient secretaries are helpful.

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REACTION

The Journal *encourages letters and articles in response to its contents, policies and OATYC activities.*

Reaction to Del Crandell and Carolyn Crandell's Article: *Self-Starting Administrator, Coach and Counselor (Spring 1992)*

Barb Thompson

The effective two-year college teacher, by necessity, is obliged to wear many academic hats. In their article the Crandells address three major areas that are the foundation for any effective two-year teacher.

As "self-starting administrators," full-time two-year faculty must serve as mentors and coaches for part-time faculty if the department is to maintain quality and consistency in course offerings. It is also obvious that the larger the department, the more crucial this networking is.

Our Communication Skills Department at Columbus State Community College consists of well over 100 faculty, 15 of of whom are full-timers. One way we touch bases with our adjunct faculty is to hold once-a-quarter meetings on Saturdays when most faculty can attend them. At these meetings we can address curriculum changes, college policies, and instructional problems. To deal with specific issues, break up into subgroups representing the various areas of teaching interest in the department. During these sessions, both full-time and part-time discuss problems and concerns relating to those issues.

Our adjunct faculty are also invited–and encouraged–to participate in committee work, especially when it involves curriculum changes such as course content and textbooks. Both full-timers and veteran adjuncts share course materials and teaching strategies with new adjuncts. Adjuncts who wish to add new courses to their repertoire are invited to observe another faculty member's class for a quarter. As the Crandells observe, "Many 2-year colleges exist mainly on the backs of part-time faculty." Therefore it is vital that experienced faculty serve as resources, coaches, and counselors for adjunct faculty.

In the role of "coach," we must provide support to all segments of the diverse population we serve. The older, apprehensive student; the returning homemaker; the first-generation college student; the minority student; the ESL student; the transferring student—all need assurance that they will succeed. As effective teachers, we must set our standards high and encourage our students to set their sights high as well.

The "counselor" role is one of the keys to student retention. When a student shows up on our doorstep with her problem—the babysitter didn't make it, the employer demands extra hours we need to negotiate with the student alternative ways of reaching her goals. If occasionally we postpone a deadline or allow make-up work, we encourage the student to stay and "tough it out." If we remain inflexible (i.e., "Sorry, that paper was due yesterday"), we may discourage the student from continuing. And if students don't continue, neither do we.

How do we measure effectiveness? We measure it not by student evaluations but by student *success*. An enthusiastic and dedicated learner can be our greatest reward.

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Reaction to Robert C. Peterson's Article, *The Skills Assessment/Skills Enhancement Program between the Chrysler Motor's Twinsburg Stamping Plant and the Kent State University – Geauga Campus (Spring 1992)*

Nancy Brooker

In the Spring 1992 issue of the *OATYC Journal*, Robert C. Peterson provided an overview of the program Kent State University–Geauga Campus launched with the Chrysler Motor Corporation in Twinsburg, Ohio. This program, *Job Skills Assessment/Job Skills Enhancement: Re-tooling for the 21st Century*, which offered career exploration opportunities for members of the United Auto Workers to help prepare them for the job requirements of the auto industry in the 21st Century, consisted of a two-credit hour course divided into twelve sessions dealing with five basic components. These components consisted of a personal assessment of worker skills, career interest exploration, identifying specific job skills, preparing personal action plans, and implementing the plans.

Of a total work force of approximately two thousand people, fifty-one persons showed initial interest in the program. Thirty-one persons actually enrolled, with sixteen completing the program. Workers who completed the program felt that it was a positive and successful experience. Peterson cited several reasons for low enrollment and attrition from the program: an absence of employee interest due to a lack of perceived personal value, retirement plans in the near future, a perceived lack of quick results with the program, and rumors of the plant's closing or being sold.

I was impressed with the thoroughness of the program that Kent State University and Chrysler were able to design for the UAW workers. The program offered a comprehensive package to help workers remain employed or to help them begin to think about other job interests. It is unfortunate that the workers did not perceive the intrinsic value of this program, especially in the uncertain economic climate of the auto industry and growing national unemployment. Major corporations, such as Chrysler, must be applauded for their efforts to maintain a skilled work force and to offer career exploration opportunities to those employees that they may no longer be able to keep on their payrolls. Institutions of higher education need to play a pivotal role in helping corporations accomplish this task. Kent State University and the Chrysler Motor Corporation must be praised for their collaborative effort, and other institutions of higher education must strive to participate in similar

opportunities to fuse educational opportunities on the college campus with those in the industrial environment.

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Stop Calling Them Mentors!

Anna Maria Barnum

The perversion, in recent years, of the word *mentor* has finally gotten to me. My young friend reported that his "mentor" (i.e., supervising teacher) had called him a "Worm," when he announced his decision to withdraw from the Practice Teaching part of his degree. Where do we get off calling a supervision teacher a mentor, anyway? A mentor, classically, was a tutor, as Mentor to Telemachus. But not every tutor is a mentor, certainly. In a narrow sense, a tutor is someone who knows something that we wish to know–my Chinese language tutor, for example. A tutor helps us learn something, either formally or informally. But not every tutor is a mentor, and certainly a paid consultant is not, by any stretch of the imagination, a mentor, no matter what it says on pages 36 and 37 of the April/May issue of the *Community, Technical and Junior College Journal*. In the humanities project under consideration, the participants receive "the services of a mentor for a full year." Presumably, then, after the year is up, the so-called mentor goes back to being a total stranger? As everyone who has had or been one knows, there are only two ways to end a true mentor relationship, by death or by a serious falling-out. The nature of mentoring is the informality of the concept. The experienced, for a variety of reasons, guide and encourage the inexperienced, who, for their own reasons, become the proteges. Being assigned to be someone's mentor or someone's protege is a logical impossibility. Mentoring is one of the last possibilities for luck, chance, and joy in the workplace. Do we really wish to make it normative?

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The Editorial Board of the OATYC Journal *is soliciting written responses (three or four paragraphs) to the question:* ***Do the four-year and two-year colleges suffer unequally from state budget cuts?*** *The response should address one of the many possible perspectives. Here is your chance to participate, and the Board encourages you to do so. As determined by the Board, the best responses will be published in the next edition's "Forum" section,* **deadline: March 15, 1993.**

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JOURNAL

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THIS ISSUE:

COMMENT

OATYC President's Message

TEXT

FOCUS: *The University of Cincinnati Clermont College: Focus on Access*

Critical Thinking: A Matter of Ability, Experience, or Trust?

Maybe We Don't Teach Grammar Anymore, But It's a Good Thing

Of Pearls and Pigs

PLUS ONE

A Native American Model

PRACTICUM

A Teaching Technique That Works–The Teaching Pretest

FORUM

ISSUE: *Do the Four-Year and Two-Year Colleges Suffer Unequally from State Budget Cuts?*

Larger Institutions Absorb Unanticipated Cuts

Two-Year Colleges Suffer More

REACTION

Reaction to Candice Johnson's Article: Professional Sense of Community

Reaction to Candice Johnson's Article: Professional Sense of Community

OATYC

Provides:

- Collective influence on the future direction of Ohio's two-year campus system;
- Access to classroom liability insurance protection of $1,000,000;
- An open forum for the discussion of trends, problems, accomplishments, and challenges unique to state assisted two-year campuses;
- A newsletter which informs members of the proceedings and activities of the OATYC and of Ohio's two-year campuses;
- The *Journal* which provides an opportunity for publication and exchange of scholarly views and concepts;
- Conference and workshops providing opportunities for professional development, visits to other two-year campuses, presentation of papers, and socialization with other two-year campus personnel;
- Affiliation with the American Association of Community and Junior Colleges and its activities throughout the nation.

Purposes:

- To provide a forum in which all state-assisted two-year campuses can meet to discuss and resolve mutual problems;
- To foster cooperation and communication among Ohio's institutions of higher education;
- To provide the viewpoint of the state assisted two-year campuses to the Ohio Board of Regents and to the State Legislature;
- To identify and improve the status, prestige, and welfare of all state-assisted two-year campuses in Ohio;
- To cooperate with other Ohio agencies, colleges, and universities in research and activities that promote the effectiveness of higher education in Ohio;
- To increase the contribution of the state-assisted two-year colleges to the total educational process in the state of Ohio.

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JOURNAL

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COMMENT

OATYC President's Message

Linda Houston

Linda Houston

In a recent telephone conversation, someone asked me the benefits of being an Institutional member of OATYC. The person also asked the benefits of being an individual member of this organization. I did not have ready answers for the inquirer, but I have given both questions a great deal of thought since then. Unfortunately, the answers to those questions, and to the more general one of whether or not to belong to professional organizations, do not necessarily result in tangible benefits. Nevertheless, as I review my past twenty-eight years in education, I realize that my teaching and professional growth would have been very stale had I not belonged to educational organizations from the local level to the national level. The benefits have outweighed the cost in every category. Let me share some of those benefits with you.

Belonging to educational associations provide us with current reading material both in our discipline and in the general fields of education, business, and psychology. On the local and state level, we are privileged to meet professionals in education and business which support our college's efforts. Such organizations give us a chance to share the importance of our college and the programs with which we work. Through conferences and networking, we renew our daily classroom commitment as others share with us their frustrations and triumphs to be adopted and improved upon in our own work. The organizations on the state level allow us to review and work for legislative support for education as well. On the regional and national level, professional associations provide us with the excitement of revitalizing our professional dedication; participation in all the various affiliations strengthens our credibility in our classrooms, in our research, and in our service to our colleges and the larger community of education.

There are many other benefits, both tangible and intangible, but for me there is one advantage which shines above all the others and that is the network of friends which reach from the East Coast all the way to California that I have made through professional organizations. Should you join OATYC? My answer is a resounding YES!

Linda Houston
OATYC President
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INFORMATION FOR PROSPECTIVE CONTRIBUTORS

The *Journal* encourages submission of material for any of its sections by faculty, staff, administrators and/or trustees of any of Ohio's community, general and technical, junior, regional and technical campuses. The *Journal* is particularly receptive to articles of general professional importance in the areas of administration, instruction, and baccalaureate or technical studies for two-year institutions.

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Manuscripts must be typed, double-spaced and of approximately 1,000-3,000 words in length. All submissions must be accompanied by a stamped, self-addressed envelope for return. Art work must be black and white. Photos glossy; tables and drawings on 8 ½ by 11 paper. The name and address of the contributor should be on the back of all art copy.

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Submission deadline for the next *Journal* is September 17, 1993.

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TEXT

University of Cincinnati Clermont College: Focus on Access

Karen N. Williams

In this edition of the Journal, *we visit Clermont College under the direction of Karen N. Williams, Assistant Dean of Public Information. "Clermont College is continually challenged to keep pace with the needs of one of the fastest growing counties in the state, an area which is additionally evolving from a rural community to edge city."*

UC Clermont College, opened in 1972, is one of seventeen colleges that form the University of Cincinnati system, and share the tradition, benefits and pride of that major educational and research institution. Clermont College is also one of five UC colleges with an "open door" mission to provide access to higher education for all segments of society. Why the focus on access? It is simple: American democracy is founded on the belief that all people have the right and deserve the opportunity to achieve to the limits of their ability. Put another way, higher education, properly serving its constituents, provides access to the American Dream to live comfortably and provide for one's children and their education.

Clermont College Students

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At Clermont College this means that skills needed to perform adequately on the job must be acquired in the technical programs. Students in the university parallel programs must be ready to do junior level work when they graduate and transfer to a senior institution. Those seeking non-credit learning experiences, cultural enrichment activities, and professional training for business and industry must not be forced to travel outside the county for opportunities.

Clermont College is continually challenged to keep pace with the needs of one of the fastest growing counties in the state, an area which is additionally evolving from a rural community to edge city. Student enrollment at the college is growing dramatically because of this population increase, and because the college is building new programs and services to boost participation in higher education by Clermont's citizenry. Perhaps most critical to the college's current and future growth are the strong corporate and private partnerships, the community-staffed advisory councils and the broad-based and enthusiastic cooperation between the college and the community it serves.

One way Clermont is preparing for growth is the $5.9 million, 56,000 square-foot building expansion, opened in December 1992, to enhance educational experiences for students. The Dorothy and Cooper Snyder building, first in a multi-phase master plan to meet community needs, includes nine spacious, state-of-the-art science, engineering, secretarial and arts laboratories, six classrooms, a lecture hall, faculty offices, a community art gallery, and space for a fitness area. A seminar room and conference facilities are available for business use, and complement the programs, such as LEAD Clermont, offered by Clermont's Center for Business, Industry and Public Service. Parking has been expanded and renovations made to the older building to increase its service to a larger student body. Work is already underway to obtain funding for the second phase in which two buildings will be added to house three main activities: student services, physical education and recreation, and instruction.

Bricks and mortar aside, Clermont College is building for the future by developing comprehensive education programs which meet demands of local businesses and industries, such as computerized court reporting and aviation technology. Court reporting is one of several degrees, including criminal justice,

Classroom/Biology Lab

nursing, and legal assisting, brought to Clermont from other colleges of the university. Aviation technology, which offers students an opportunity to "Get the Wright Stuff," including a strong general education background and private and commercial pilots' licenses, was developed from scratch in conjunction with a nearby aviation business. Less than a year old, aviation technology is already preparing for three-fold growth. Local industry requested strengthening specific engineering offerings; this fall we expect to enroll students in a degree in computer aided design.

In addition to suggesting new areas of opportunity, community partnerships in the form of Program Advisory Committees and cooperative education employers enhance many of Clermont's existing technical programs. PAC's provide a vital link in keeping programs relevant to the changing needs of students, society, and employers. Cooperative education, an integral component to many of our technical degrees, offers local companies the opportunity to try new ideas, whether a staff position or staff member, and gives students an edge of experience in an increasingly competitive workplace. Information shared in this process often results to changes in curricula, or degree and certificate offerings.

Applying this practice on a larger scale, Clermont is a member and fiscal agent of the Greater Cincinnati Tech-Prep Consortium, a group of Southwest

Office Environment Lab

Ohio organizations which recently received a $525,000 two-year Federal grant to develop better ways to deliver advanced technical training to the workers of Ohio. Consortium members will work in true partnership to develop the curriculum and students for the world class work force of the 21st century.

The Tech-Prep project focuses on occupational training in two high-demand fields — engineering/manufacturing and health technologies. The aim is to meet the needs of a large number of students, local employers and labor markets with a program that has broad application. Key goals are to ensure equal access to all students; to increase professional development activities, including continuous improvement of quality principles, for faculty and counseling staff; and to closely cooperate with business, industry and local private industry councils.

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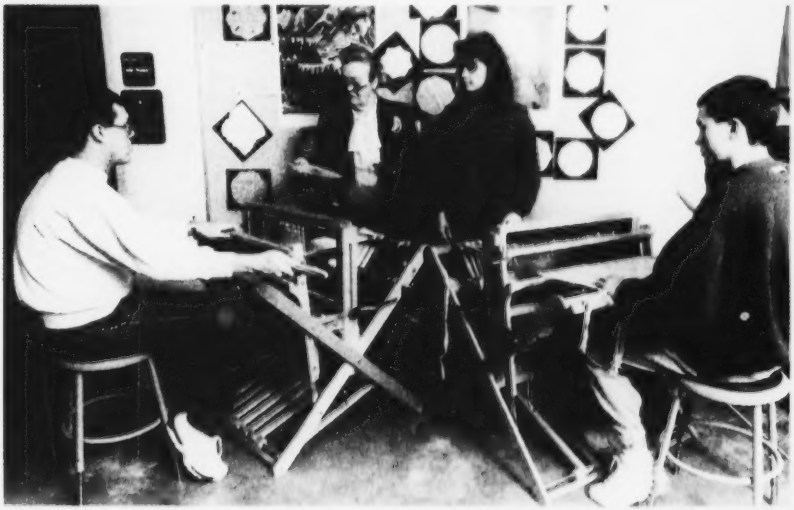
Two grants from General Electric, the most recent for $10,000, have supported the integration of Total Quality Management into college operations and curriculum, including a one-year TQM certificate program.

Grants developed in collaboration with other community organizations are supporting new services at Clermont. A two-year, $86,047 FIPSE grant to establish a comprehensive substance abuse and prevention program "represents



Arts Lab

a great opportunity to help our college, our students and our community." Project SLIME (Science Laboratories in Middle School Environments) is a joint effort among the college, the county Office of Education and UC University College, to improve pre-college science and math instruction. Funding of $36,167 came from the OBR's Dwight D. Eisenhower Mathematics and Science Education Program.

Another key to Clermont's support structure for future growth is increasing diversity in its student body, and in educational and cultural programming. For each of the past three years, the college has doubled its enrollment of African-Americans. The Clermont College Cultural Diversity Committee serves both students and the community by advocating better understanding of the rich heritages within our county and beyond. As an example, in February 1993, the Committee sponsored a month-long series of events to "Celebrate Diversity," including: lectures and performances by the Urban Bush Women; a National Issues Forum; the Khamisi African Drum and Dance Group; and noted Appalachian expert Billy Best of Berea College. A 1992-1993 planning grant from the Ohio Arts Council and the formation of the Appalachian Advisory Council accelerated Clermont's efforts to assist the county's large Appalachian population in building targeted cultural and educational programs.

Our dedication to increasing the cultural enrichment opportunities in Clermont County has been recognized by the Clermont 2001 Committee, a 300

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member citizens' group working together to prioritize community needs. Clermont 2001's summary report specifically recommended Clermont College as the ideal location for a county cultural center, necessary to develop a "sense of commitment to Clermont as one community" and "for upgrading quality of life throughout our whole citizenry."

Likewise, the Post-Corbett Award committee lauded our efforts with an award for Outstanding Arts Organization in the greater Cincinnati area in 1992. Over the past six years, the Clermont College Community Arts Program has grown from five events to sixty, bringing theater, dance, music, mime and a variety of visual arts programs to approximately 25,000 people each year. Our audience composition has grown from mostly children and their families, to include adults, senior citizens and people with disabilities. In fact, we have developed programs for disabled persons that are a model for other arts presenters in the state. The college has committed to support a year-long dance residency with the Shawn Womack Dance Projects that will afford community residents an unprecedented opportunity to explore and absorb the process of

Stenography Lab

choreography and dance — as well as its results. We also expect to reap a lasting benefit as the residency helps us build stronger collaborative relationships between the College and area arts programs, schools and artists. As with many of its programs, the college relies heavily on input from the community, in this instance, the Clermont College Arts Advisory Council — community and civic leaders, educators and representatives of local arts organizations — who provide additional guidance for programming, outreach activities, auditorium improvements, publicity and fundraising .

Students attending Clermont College come from varied economic backgrounds as well, and each year a large percentage of full-time and part-time, new and continuing students receive financial aid to attend. Clermont has more than $1 million available to students in financial aid programs designed to reduce the price of an education, and private scholarships to encourage participation. Business and community support has funded Clermont's "Stay in School Fund," a novel approach to helping students overcome financial constraints such as car repairs or child care expenses, that may otherwise cause them to quit school. The fund provides no-interest, quick turnaround loans, and the reassurance to students that the college and community care.

Additional support services abound at Clermont College, and students are urged to explore opportunities to gain academic credit for life experiences, to pursue non-traditional forms of study, and to take advantage of flexible scheduling and Weekend College to arrange courses around work, parenting and other schedules. The YES (You Expect Success) program supports ADC students who want to earn an Associate's degree at Clermont with financial aid for tuition, and books, personal, academic and career counseling, and child care and transportation assistance. Project ASSIST (Area Schools Support Involving Teamwork) helps at-risk students, many from low-income Appalachian families, prepare and plan for college.

All of which brings us back to access: To admit all who want to learn, we must be creative, flexible and supportive, and promote an equal opportunity for those who have basic skill deficiencies. We must take pride not in the excellence of those attracted to the college, but **on** the excellent skills of those who graduate. It is not a simple or easy task to open the doors of higher education for the community, while maintaining high standards of academic achievement. But, it is the meaning of our mission at Clermont College.

Karen N. Williams
Assistant Dean of Public Information
University of Cincinnati
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Critical Thinking: A Matter of Ability, Experience, or Trust?

Marilyn J. Valentino

Slumped over another batch of fifty English papers, I'm baffled by the lack of development and detail in my students' papers, both in content and in word choice. Students often make a general statement and assume that it speaks for

itself. Ask one student about the Civil War, and she'll say, "It was awesome." Ask for more clarification, and she'll add, "It was different from other wars." As a teacher, I'm chomping at the bit, spewing out: "WHY? HOW? Give me examples! Give me reasons! I want them to *think*, not regurgitate.

This penchant for the quick answer really should not surprise me. In this age of the political sound byte, the instant replay, the microwave zap, is it any wonder students don't take time planning main points, offering examples and reasons, revising their ideas and passages?

Maybe I should, as some teachers do, blame this avoidance of particulars on the media, on laziness, on ignorance, or all three. Or is it more a matter of past orientation? Values or trust?

I decided to go to the source, to ask my composition students (anonymously) for some answers which I have summarized below.

Reason #1: *Never taught before (or at least it never sank in)*

A lack of experiences in clarifying information or in modeling critical thinking can hinder some students. The problem may partially be ours as parents and as surrogate parents. Two-year olds often ask why. Yet, we sometimes stifle that natural curiosity at home and at school. Asking why in school often labeled a student a wise guy by the teacher or "teacher's pet" by other students. We can't blame students who learn to remain quiet to avoid ostracism.

Because teachers are also pressured by time constraints, they often tell students facts, not to teach them to think, but to teach them all the information required to pass a test. While everyone obtains a great deal of information, thereby conforming to the same mold, students remain passive vessels to be filled rather than organic minds to interpret information (Fox, D. *Studies in Higher Education*. 1983: 151-163). Theodore Sizer (*Rereading America* 1992: 496-507) calls this practice merely "collecting knowledge," yet "savoring it" and analyzing it, he says, are rarely expected or practiced. In fact, in class we allow, on average, one second for students to answer a question when they need at least five to eight seconds to digest and respond thoughtfully (Rowe, M. B. *Journal of Teacher Education* 1986: 37). We who teach 100-150 students a quarter give multiple choice tests because essay tests take too long to read. Thus, we seem to reinforce the sound byte. The result is that students are heard complaining: "We don't know what you want. Just tell us what you want us to know, and we'll study it." As if they have no input, no power over their own learning. Our failure is echoed in some student comments: "I was never told to [support my ideas] before." "In high school many teachers do not push it." "Not many other classes need examples." If we do not challenge students, we cannot expect they will know how to think independently or, more importantly, to value that skill.

Reason #2: *Interferes with the writing process*

Besides a lack of experience and expectation, one student noted that thinking of reasons and examples as he wrote "interfered with his thought processes while writing." Others assumed the implied presence of examples in their work; their "minds sometimes incorporate[d] the example without its actually being written." Thus, many basic writers fill in gaps of comprehension and expect readers will, also. If research has shown us that basic writers intent on getting ideas down on paper suffer from syntax errors, they may also lose sight of supporting examples and reasons due to short-term memory constraints (Daiute, C A. *New Directions in Composition Research* 1984 : 205-224). That means

that teachers need to allow time for revision, to add those supporting elements as a second, independent step. To ensure that students learn to develop their ideas in elementary school, teachers are introducing a 1-2-2 or 1-2-3 method of planning wherein the 1 represents the main subpoints, and 3 examples.

Reason #3: *No perceived need or sense of audience's needs*

Some students do not support their assertions because they have no sense that others may have to understand their points. Linda Flower (*College English* 1988: 528-163) calls them writer-centered; their concern is getting their ideas on paper in whatever order *they* think of them. One student described how difficult the writing process is: "Writing can be hard for people in general and it might take them a while just to put thoughts down let alone trying to figure out if other people can understand why you wrote what you did."

When questioned, some students recognized they could add support but felt no compelling need to "reinforce their ideas . . . because it's common knowledge." Used to teacher proclamations or media generalizations, perhaps, "they do not feel what they said is in need of proof or an example. The student is taking it for granite [sic] that the teacher already knows what's been said." Students didn't want to be found guilty of "going off on a tangent" and "blubbering nonsense." In their experience, there is safety in generalizations and short answers.

Reason #4: *Fear of Retaliation*

One message students received loud and clear from past teachers was not to introduce their own ideas. They fear that "the details they might use might not make sense to the teacher or the teacher might not see a connection the student sees" or that "their answers are wrong anyway, so why bother." If they add details, they are "afraid of going off track." Anyway, how many details? The following excerpt is a strong indictment of our pedagogy:

> Learning to write in high school was never really writing what we thought. It was always the teacher's interpretation and so we focused on making sure we were writing what the teacher wanted. We didn't even pay attention to details or supporting evidence. The evidence was that the teacher had said it was right.

Another student warned that if students "put examples down and think a little for themselves, they will get a bad grade." Again, this may not have been true, but it is their perception, one which makes them avoid support, not because they can't give it, but because they are afraid of the consequences. Generalizations, then, may not be demonstrative of ignorance; rather, they may be expressions of political savvy and survival skills.

Reason #5: *Exigency, Time Constraints, No Interest*

I collapsed these three categories into the last reason because they are considerations, although not voiced as strongly or as consistently as the previous four reasons. Students complained that with work and school, they didn't have the time to go into detail "after writing what is "B" work. Examples, for them, are time consuming. English, after all, is not their main interest and is not given the priority we think it deserves. I would like to add that if our students did not have families or forty-hour work weeks, many might be able to spend more time revising their first drafts. Still, I think as teachers we cannot control these forces; we can only compensate for them in our classrooms by enforcing standards and creating critical thinking environments.

Reason #6: *Inadequate knowledge base*

During the planning of this article, I asked colleagues what they surmised were the factors involved in students avoiding support. Besides reasons #1 and #2, they offered reason #6. Many students do not have a wide reading base, whether that be the classics and academic material or current information gleaned from newspapers and magazines. Moreover, they generally lack a deep reading base on the particular subject they are discussing. Choosing examples and supplying analysis, therefore, is difficult. Teachers must often spend an inordinate amount of class time supplying background material to supplement deficiencies when their ten-week schedule is already full. That means something from the syllabus must be sacrificed.

So what can teachers do?

In light of these six factors, how do students develop the ability to make decisions and solve problems independently when the system is based on fifty minute periods, multiple choice tests, and "covering" the material rather than forming ideas and conclusions based upon that material? While the founding fathers may have believed education would promote conformity and homogeneity, in the 1990's our goal is to make students active learners and individual thinkers. How can we blame them when we don't allow them more opportunities to think?

We need to encourage students to view writing not only as a way of thinking for themselves, to clarify and re-envision, but also as a way of communicating or transacting information and ideas to others. Those who fail to support their suppositions fail to do so because they do not anticipate someone has to follow their ideas and perhaps respond to their ideas. Writing is still seen as a test (of answering the question and of "grammar"), not as a forum for presenting an idea and negotiating thought.

What can we do to address these student concerns? To eliminate the impediments? We can do very little about time constraints our students face. As college professors, we also have little influence over the teaching that precedes us. However, we can change our pedagogy and methodology to incorporate some strategies which stimulate critical thinking.

One approach, which has become a necessity in the last twenty years, is to introduce students into the academic community (Bartholomae & Petrosky. *Facts, Artifacts and Counterfacts*. 1986). We must be explicit about college expectations and list specific criteria for assignments. Although we can *tell* students to add examples, few really believe us and even fewer can translate lecture into their writing. Instead, analyze student samples of assignments. Show which examples and reasons support ideas and which are ineffective.

Second, if we view writing as a way of knowing for oneself and a way of sharing and/or negotiating one's knowledge, then writing becomes a vehicle for learning for both student and teacher. Writing journal entries or short in-class writings to review or initiate ideas need only take ten minutes. They do not have to be graded, collected, or even read. Research has found that the mere act of writing and reading regularly improves writing. Peers, if given appropriate guidelines, can respond to each other's ideas (Gere & Stevens. *The Acquisition of Writing Language*. 1985. 85-105). Papers can be taped on the wall and the class can view (just as artists do) the range and quality of responses without fear of failure or hyper-correction. Quality seems to sort itself out when individuals begin to admire one particular paper.

Teachers can also promote risk taking, especially in ideas, when they

employ a variety of assignments, some graded, some not. When teachers do respond, they should do so based upon a short list of criteria, explained beforehand, focusing on one or a few points at a time, rather than using a buckshot approach. Asking questions in the margins rather than merely labeling "awk" and "RO" stimulate thought and relays to the student the primacy of text over rules. Labeling errors simply reinforces the use of simple ideas in simple, safe sentence patterns, rather than exploring complex ideas. This practice does not mean that standards of usage are not important, just that people generally do not notice minor errors unless they interfere with meaning. For example, I have purposely made three errors in this paper. Have you found them?

The changes suggested above involve a tradeoff. You may have to sacrifice lecture time (although background information that doesn't need much explanation can be given as homework reading). You may have to sacrifice some control—over time and activities—since some students take longer to discover inductively. But the reward is that students will learn critical thinking skills they can use *throughout* their lives

Finally, to build this sense of trust in students, explicitly tell them what you expect and show student samples you like. Let them see the product and understand the process. Writing is more than rules—it is a matter of practice, value, and trust.

Marilyn Valentino
Assistant Professor of Arts and Humanities
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Maybe We Don't Teach Grammar Anymore, But It's a Good Thing

David J. Johnson

How often do English teachers hear the claim that "They don't teach grammar anymore?" I hear it on radio call in shows, in casual conversation, and, now and then, from exasperated colleagues. If I were a disinterested observer, I might be amused by such talk. But it's not amusing to be charged with academic malfeasance. It's a claim that drives me to a minor rage when I hear it from people in education because to assume that those of us who are in the discipline don't know what we are doing and that those with no experience do is a kind of academic betrayal. And, on a less emotional level, it's wrong.

First, if the "they" means English teachers in general, then the claim is false. From junior high on through senior high, an inordinate amount of time is taken up teaching grammar in the typical English classroom. Second, there is no real agreement on what is meant by grammar. A linguist and an office practices teacher would have very different definitions of the word. The first definition in the dictionary is, "the study of the formal features of language, as the sounds, words, morphemes, or sentences." I doubt if most people who use the word would even know the definition of morpheme (a meaningful word unit).

"Traditional grammar," that system which deals with parts of speech and correct expression—Hartwell, Patrick (*College English* 49 (1985): 110) quoting older research, uses the term "common school grammar" to name the system most of us were taught—is not in its origin a description of English at all. Rather,

it's Latin grammar applied to English. Since Latin is a synthetic language, one that bases the meaning of a sentence on inflection, and English is a syntactical one, a language where meaning is based on word order—the applying of Latin grammar to English causes some problems. While in some cases and in some instances it makes some sense, this traditional grammar is a poor guide to the way English really works. Being prescriptive rather than descriptive, it carries with it a tinge of morality. One who has learned its intricacies and speaks according to its rules is somehow morally better than one who does not. This feeling that grammar is morality is enough, frequently, to drive students away from even trying to learn it (Meyers, L.M. *The Roots of Modern English*. 255-256).

I have heard and read fond stories of Miss Snark, the prototypical English teacher who spent her time looking for error and truth with her red pencil while teaching lessons about life and duty. But these are anecdotal accounts. The truth is that there never has been an empirical study that shows that teaching grammar in any way has any beneficial effect on writing or speaking for the vast majority of students. For individual students who are ambitious and want to join the "in group," grammar of this sort may help some. But for all other students, taking time to teach common school grammar is counter-productive (Hartwell, Patrick. *College English* 47 (1985): 105-127).

The whole notion of there being a prescription for correct speech goes against current research into language and how it is formed. No language, ancient or modern, has ever had a universal, standard consistency from speaker to speaker. Folks who read and wrote Latin and Greek in the middle ages and during the Renaissance, when many of the practices of teaching grammar began, may have been led to believe that such was the case. In fact, though, they were not using living languages with millions of speakers negotiating with one another about meaning and form but were rather using carefully preserved languages which had no native speakers who had learned them from the cradle. This was a highly artificial way to draw conclusions about languages, but that is what they did.

Think, for instance of some of the rules we have been saddled with. Don't split an infinitive we are told. But as far back as the written documents go, native users of English have been splitting infinitives. Today Captain Kirk and Jean-Luc Picard say, "To boldly go where no man has gone before," not "to go boldly . . . ." Don't end a sentence with a preposition: A rule made up by John Dryden in the seventeenth century, who saw that in Latin the preposition was attached to the noun; he and his rule assumes that English should be the same (Meyers, L. M. *The Roots of Modern English*. 209). If we look at it a little closer, we can see the difficulty there is with this rule bound notion of grammar. It assumes that words are fixed grammatical units. The question, "Are you going in?" has come to be considered wrong because "in" is a preposition. But English is not a language in which words stay the same. "In" could as well be, by definition, an adverb, a word referring to place. Would any native speaker really say "In are you going?" just to follow a rule precisely?

In English, a word is a part of speech because of the position it has in a sentence. Is *wanted* a verb? Yes, but it is an adjective, too, as in "The wanted man surveyed the wall of the post office carefully before he went to the window to buy some stamps." It is also a noun, as in "He sighed despondently, wishing he weren't one of the wanted."

None of what I have written so far is startlingly new knowledge (the copyright on the Meyers' book, for instance, is 1966, and he surely drew on what

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was already known), but somehow, it has not reached much beyond English departments.

Is this analysis self-serving? Possibly—I do not like as an English teacher, to be blamed for failing to do the impossible. But it's accurate. My colleagues in career programs will tell me how important grammar is to their students, many of whom cannot get jobs unless they learn to speak well. There is a big difference between speaking and writing. Most of my students, when given the chance to edit their work, make very few errors at the end of a term. So maybe I haven't taken their complaints seriously enough.

But it's also true, as one not native to the area I now live in, that I hear the talk with unaccustomed ears. Many of the educated people don't know the difference between *lie* and *lay*, *sit* and *set*; they say "drug" instead of "dragged"; they confuse, in speech anyway, "suit" and suite"; and they hear nothing wrong with the sentence, "This chair needs covered." Clearly, many of my expressions must sound odd to them.

Since it is spoken not written language that people complain about, I can offer a suggestion. I learned enough German grammar in college to read the American sections of German newspapers because I was orally drilled. Starting with "der, die, das," I and the class moved through the more complicated structures until some of them were in our heads. In a similar way, students who don't display the proper verbal skills could be drilled as long as the need for the drill is expressed in non-moral terms. I can just hear it now, "All together now, 'I don't,' 'you don't', 'he doesn't', 'we don't' . . . And again, 'I am', 'you are', 'he is', 'she is', 'it is'. 'We are', 'they are', 'those are'" over and over until those with problems have internalized the expressions they need to use to sound like correct speakers. It would be a more successful way of solving the problem than asking writing teachers to do the impossible.

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Of Pearls and Pigs

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"We are casting pearls before swine," I've heard fellow teachers of literature say on bad days. Perhaps such an attitude is not so much ill-natured as confused. My students more often assume that *they* are pearls of wisdom, and they think the literary masterpieces *we* assign are piggish—and ourselves as well, for our spirited advocacy.

It's true that students' frequent adverse reaction to works we love and revere may contradict this assumption. Writing of Romeo and his Juliet, a student said, "They are just crybabies, whiners, and saps. Their parents should have scheduled more after-school activities." Of Dante, another said, "What does Hell have to do with me? Boring!" And, "If T. S. Eliot weren't so dumb, I wouldn't have to look up so many words." (Is there sense in that somewhere?) My favorite remark refers to Emily Dickinson. An exasperated student wrote, "If you're afraid to cross the street, how you ever going to get married?"

In this paper, I will describe some teaching devices that I think have made

literature more accessible and pleasant to my students. Admittedly, there are obstacles. One is the heavy, hardbacked monster anthology or five-pound paperback that we too often use as a text and whose very format is forbidding. My classes find smaller paperback collections more appealing. Also, since so much literature indicates that the end of all endeavors is the madhouse or the grave, I try to choose many selections that deal with students' more immediate interests. To assure what they believe to be relevant topics, I often ask student committees to pick some of the literature of the course.

Another obstacle is surely this: literature, often seeming to the students to be difficult, unresolved, ambiguous, and troubling, is not like television. All the television exposure, however, has made students very conversant with obvious plot elements and basic, if not crude, characterization. In some cases, its influence seems debasing. One of my students said of *Lysistrata* that the whole plot was ridiculous. "Since the Greeks dug gays, when the women held out on them, why didn't the fellows just get together?" Another asked when I listed Shakespeare's children, "How do we know they were his?" You have to admit that these are matters we never thought of.

An additional problem is the decline in students' reading skills, almost too well-wept to mention. Too often they are unwilling to read anything, even a haiku, more than once–if that. After all, they are accustomed to using the classroom as a one-shot pit stop. Also, they tend to measure every class by its immediate utility. (As tuition goes up and up, one cannot entirely blame them.) Then, too, we have to admit that if literature is rarely mentioned in any other classrooms on campus but our own, it is no wonder that our emphasis seems arcane and irrelevant. I have heard some professors say that students have become too self-centered to read about other people with enjoyment and interest. I have heard more professors blame a cultural decline in patience and humility for students' refusal to engage with difficult material.

A survey in the *Chronicle of Higher Education* has frightening implications (20 Nov. 1991). It shows that students have changed markedly in the last 25 years, and, except in one or two matters such as giving more community service, they have gotten worse. In fact,"students are less prepared now than they were in the 1960's and 1970's" (A3), less used to reading, less likely to attend college to improve their reading and study skills, more conservative, much more interested in financial success and much less interested in developing a meaningful philosophy of life (A38-39). (Of course, students vary—from each other and from campus to campus, sometimes wildly.) Still, too many of these depressing descriptions fit those who sit in our classrooms with their "classroom faces" nicely adjusted, daring us to enlighten them through literature.

Indeed we still can! All is not lost. We have become expert pedagogical strategists. We have had to be ingenious, persevering and aware of what our peers are doing in what becomes more and more—in a military sense— "the field." Classic repositories of lore on teaching literature are extremely valuable such as Gilbert Highet's *The Art of Teaching*, as are more recent works such as the evaluation of texts on teaching in Richard C. Gebhardt's "The Chair's Role in Enhancing Teaching: A Review Essay" in *ADE Bulletin*. 100 (1991): 45-48. Kenneth E. Eble gives a long, useful bibliography in *The Craft of Teaching* (2nd ed. San Francisco-London: Jossey-Bass Publishers, 1988.) Louise M. Rosenblatt in *Literature as Exploration* (4th ed. New York: Modern Language Association, 1976) has helpful ideas for secondary school and college teachers of literature.

The Modern Language Association series, *Approaches to Teaching World Literature*, has published about forty volumes so far, each on a different author.

These excellent collections of essays include, for example, in the Dante volume, critical, philosophical, textual, comparative approaches, pedagogical strategies, and a bibliography. (These volumes, hardcover and paperback, with a discount to MLA members, are available at very reasonable prices from MLA, Customer Services, 10 Astor Place, New York, NY 10003-6981). I cannot recommend them too highly.

Literature teachers have used many excellent films and videos for years. I do too, but I have two reservations. First, students tend to accept the visual version of a work rather than the text itself when there are discrepancies; and secondly, their *viewing* the work is not the same as their literary experience through *reading* the work, yet students accept it as equal or better.

Visual assignments work very well for our TV-saturated pupils—no pun intended—and students enjoy completing them. For example, in a recent study of Dante, my class first looked at many drawings of the Inferno's plan, then produced their own huge scrolls of Hell, with their own sinners and punishments set forth in horrid detail. (This suggestion I culled from Sister Mary Clemente Davlin "The *Divine Comedy* as a Map of the Way to Happiness." *Approaches to Teaching Dante's Divine Comedy*. Ed. Carole Slade. New York: MLA, 1982. 141.)

Yet another practice I like very well is to get my students to write their own original poems, short stories, short dramas. Since so many have had creative work in high school, they like this familiar assignment. For us teachers, too, reading students' original work is a breather from their literary criticism.

One of the best ways to teach literature is to have students read out loud with as much meaning as possible. At least all the others will be attentive, watching for mistakes. Ask the readers after they finish, "What did you just say?" and "What does that mean, now that you've said it?" (A practice I learned from Dr. Richard Wells, University of Oklahoma, Norman, OK.)

A colleague from Texas taught me the following "lap reading" technique at a conference. Put a literary passage on a transparency and flash it up on the screen without laborious prologue. Turn out the lights. Then read it aloud slowly as the class follows the material on the screen. Many of our students have never been read to. This soothing practice focuses their attention on the text, and the dark encourages them to comment freely. You will find that they hate to turn on the lights and go out into the blinding, distracting world again.

Of course, your reading the material aloud from the book is the easiest, probably the oldest, way of getting it across. Since words that are only speed bumps to us are barricades to them, I may explain some before I start. I ask my students to close their books, but they usually prefer to follow along. I'll read a short work twice, a poem perhaps many times with discussion intervening.

I have found that the more I am willing to reveal my feelings about the text the more the students will take me seriously, and the more they will reveal theirs. We too often hide our deepest feelings about literature but still expect the students to reveal theirs. (In all my years as a pupil in public school, I never saw an English teacher visibly affected in the least by anything she read to us except, on one memorable occasion, a memo from the principal.)

Once you have patiently created "a safe place," a classroom atmosphere of tolerance and good will, students feel free to express themselves. I took my Great Books class to our theatre when we were studying Samuel Beckett's *Endgame*, which had puzzled and annoyed them, when it wasn't "boring!" But on the stage, standing under the spots and aching it out, however haltingly, with book

in hand, they got excited. The stage worked its old magic, and the play leapt into life for them, dynamic and funny.

Other more tricky, even bizarre, assignments can inspire a sluggish class to analyze literature to good effect without quite realizing they are doing something difficult. For example, ask them to put a character from one literary work into another, and then explain what changes in plot, theme, tone and atmosphere might ensue. Make Chekhov's weepy Anna in "Lady with a Dog" a major character in Hemingway's "The Killers." Put Kugelmas from Woody Allen's "The Kugelmas Episode" into Margaret Atwood's "Rape Fantasies." Transplant pius Aeneas or the wily Odysseus of the *Odyssey* to *Lysistrata*. Plunge J. Alfred Prufrock in T. S. Eliot's "The Lovesong of J. Alfred Prufrock" into Walt Whitman's "Song of Myself."

Another strategy I created to introduce the traditional elements of fiction. On the board I put the major elements, such as plot, dialogue and characterization, giving each small group in the class one of these to develop as part of a class "story." The class first agree on main characters and setting. Then each small group devises its element without knowing what the other groups were doing. When we put the whole thing together, it almost always fits amazingly well. (All right, so the story lines are a bit tacky.) But the dialogue groups produce some fine lines, and the characterizations miraculously merge. This lively exercise illustrates the elements of fiction well, and it gives the students a change from lectures.

A more difficult enterprise is to make the mighty authors themselves seem accessible to our students, many of whom are too easily intimidated by the written word. Interesting biographical details, if sufficiently sordid, will kindle even the dimmest interest. Too often fed pasteurized versions of authors' lives and works in public school, students are enthralled with news of Eugene O'Neill's tragic alcoholism, Robert Frost's strange domestic cruelty, Byron's bi-sexuality and incest, and thereafter read their works with greater interest and sensitivity.

Along these lines, one can proceed gently with literature students to forge some exacting artistic standards by building at first on a shared love of trash. When they say such stuff is "good," they usually mean it's easy or like themselves something pleasantly different which leaves no lasting, deep feelings but which instead nicely stimulates rather simple emotions, and which ends happily, or at least completely. They don't like pulsating ambiguity though our culture throbs with it. Still, it's amazing how similar some of the principles of great art are to trash, the difference being, of course, that great artists write so much better.

Students can get more involved if the class is divided into groups of three or four and , each group given a short list of different questions or subjects to discuss within a certain period of time. (If not timed, they lose momentum.) One person, chosen by each group, can report to the whole class at the end of the time, or all can. They like this device very well. How rarely are the busiest students able to discuss course material with each other. How rarely do the quietest ones feel they can speak up without painful exposure.

An alterative method is to give each small group the same questions and with their help determine the best conclusions after the discussion time is over. (As you circulate cheerfully, making as few comments as possible, you will find you can usually tell who is prepared.)

I have found a good variation on the lecture method of reviewing for an exam. I give everyone a review sheet of the vital terms and names of the course.

Students "volunteer" by two's for the item they want. At the next class, the couple reviews this item orally, in effect reteaching it to the class, with a time limit of about 3-5 minutes. Fledgling teachers especially will take this assignment and fly. They may even call peremptorily on their startled classmates and chide them for their ignorance. The whole thing is good practice in the kind of oral presentation so often required in the "real" world, a swell as a useful review of the course. The other students pay close attention and clamor to award a grade.

To summarize, we should use whatever methods work for us that don't exhaust us, frighten the students, or damage the woodwork. Taking up class notes (with a decent warning) is an old device that helps communication a great deal (once you recover from the shock of how little they deem worthy of writing down). Asking students to memorize a passage is still one of the best methods there is, though students always moan loudly. We should teach them how to read as we do—how to skip, summarize, review, use indices and headings.

Above all, in teaching literature, let us enjoy ourselves. Let us begin by bestowing mercy on ourselves. If we assign so much work that we are weary and cross, the students will justly conclude that since literature obviously makes people miserable, they don't want any part of it. As for getting the students to write about literature, we must do that, of course, but if we spend more time on their papers and journals than they do, something is amiss. I like Matthew Prior's conclusion in "On the Same Person":

> Let him be *kept* from paper, pen and ink
> So he may cease to write—and learn to think!

And while we're doing all these things, and no matter what pedagogical devices we employ, let us keep the control of our classrooms firmly in our own hands. Speaking informally of the buzz word, "empowerment," Peter Elbow has said, "KEEP IT" (CCCC, Chicago, 1991).

Alas, though, the most empowered, the most adventurous teaching method doesn't always work. We need to accept this truth without guilt or blame. If Shakespeare himself doesn't speak to students, ours is a minor failure. There's even humor in our students' preference for "bad" literature, especially "bad" poetry, perhaps because it is simple, rhymed, and expresses familiar sentiments like the greeting cards they've been buying in the grocery stores for years. All we can do is what Dante did: "I have set out food before you, but you must feed yourself" (*Paradiso*. X. 25).

Once, in exasperation, I made up a bad poem—a real pig poem—for a test and asked the class to compare it with a poem by Howard Nemerov on the same subject and then determine which was better. This is Mr. Nemerov's:

> The Sparrow in the Zoo
>
> No bars are set too close, no mesh too fine
> To keep me from the eagle and the lion,
> Whom keepers feed that I may freely dine.
> This goes to show that if you have the wit
> To be small, common, cute, and live on shit,
> Though the cage fret kings, you may make free with it.

This is mine.

> O pretty little sparrow in the zoo cage
> Let me write about you one little page.
> You live on others' food.

I think that's really smart,
And so I give to you my heart.
You go in and out of the bars of the cage.
Now I've written my page.

They loved it.

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A Native American Model

Daniel Wildcat and Edward Neceper

Community, technical, and junior colleges embody the American ideal of democracy: they were the first to proclaim higher education an enfranchising vehicle—an opportunity accorded to all Americans. Two-year Colleges have a special responsibility to serve the needs of the minority student. In the following article, Daniel Wildcat and Edward Neceper help us to understand more fully the "teachings of native American students at the Community college level . . . . "(Reprinted with the permission of Enid B. Jones, Editor, Lessons for the Future, AACC Special Reports No. 2, 1993)

TEACHING NATIVE AMERICAN STUDENTS AT THE COMMUNITY COLLEGE level is challenging and very rewarding if effective instruction is given. More than any other minority group, Native Americans can claim to be the least understood and most ill-served by typical pedagogical approaches to math instruction. According to the National Center for Education Statistics (1988), Native Americans have the lowest American College Testing scores and the highest high school dropout rates in the United States. This classroom failure, combined with the overrepresentation of Native Americans in the lowest economic levels of our society, makes it all too clear why so few Native Americans pursue careers in the field of science.

The key problem in providing minority students the mathematics preparation they need to successfully pursue degrees in scientific and science-related fields is not the students themselves or the subject matter: it is the failure of colleges to structure a program whereby creative teaching methods can be applied.

Many Native Americans who are successful in completing high school enter postsecondary institutions academically unprepared for rigorous college science curricula. Community colleges must face the challenge of creating programs of instruction whereby these ill-prepared students from underrepresented minorities in the fields of science and technology can be prepared for the rigorous courses of study required in these fields.

Haskell Indian Junior College (HIJC) is meeting this challenge by

undertaking a systematic restructuring of its math instruction program. Troubled by the high failure rate in its mathematics program, and the low self-esteem and increased dropout rate associated with this failure, the math faculty at HIJC decided to structure a math program for student success. The faculty's goal was to create a program with high academic standards that not only would seek to use Native American-related material in the classroom, but would fundamentally draw its organizing principle from Native American worldviews.

In short, the math faculty at HIJC have looked beyond the exclusively rational and logical world of mathematics to explore humanistic and holistic approaches of knowledge delivery to Native American students. Central to this approach is the recognition that Native American worldviews emphasize the importance of grasping the "big picture" before one sets about studying particular things or subjects. The importance of particular activities or specific knowledge is defined by how these activities or this knowledge fits in the big picture or in what John Mohawk (1988) has described as the "complex web of life." The complex web of life refers to a complex set of relationships—social, biological, and metaphysical—that define one's existence and give meaning to particular aspects of one's life. An important component of successful math instruction for Native American students is transforming the learning of mathematics from a purely abstract logical exercise to a subject with a history and applicability to the complex web of life.

HIJC's Mission

Haskell Indian Junior College is located in Lawrence, Kansas, and is one of the oldest government-supported schools in the United States. Established in 1884 to fulfill treaty and trust obligations, HIJC has become a nationally recognized interrtribal institution of higher education for more than 100 Indian nations from over 30 states. HIJC has evolved from an elementary school, to a trade and high school, to a vocational-technical school, and finally, in 1970, to a fully accredited junior college.

More than 800 Native American students attend HIJC and have the option of pursuing an associate of arts, associate of science, or associate of applied science degree. HIJC's mission is to provide (1) a high quality education that prepares students to meet the challenges of a changing and multicultural world; (2) programs that are responsive to the diversity of the student body and dedicated to the total development of each individual; and (3) programs that support the study and appreciation of American Indian and Alaskan native cultural values.

Until recently, most instructors at HIJC initially had a general lack of knowledge and understanding of Native American cultures and contemporary issues. Consequently, instructors had difficulty appreciating and teaching the relevance of mathematics to Native American peoples.

Learning Aptitude and Instructional Relevance

Native Americans have made significant contributions to the world of mathematics (Closs, N. *Native American Mathematics*, 1990). Well before the arrival of Christopher Columbus, many Native American tribes had recorded number systems and calendars that applied to daily life. In fact, Native Americans made tremendous contributions to European and world

development (Weatherford. *Indian Givers*, 1988). Yet most of this knowledge is not used in classrooms, especially in science and math classrooms, where the ahistorical character of instruction continues to rely heavily on abstract logic to teach math. The role of intuition in teaching mathematics is even downplayed and generally avoided (Anderson and Stein, 1992).

No wonder the subject of mathematics seems foreign to Native American students. The subject falsely confronts them as something that they, as native students, must lack in aptitude to understand. They conclude mathematics unimportant and unrelated to their own culture and, like far too many students, fail to see the relevance of the subject to their own lives in modern society.

Understood in this light, the first challenge math instructors of Native American students must face is to create a classroom environment in which mathematics is seen as relevant and meaningful. Studying math just for the sake of studying math is foreign to Native American cultures (Megginson R. *Mathematical Native Americans*, 1990). Native American students have to be convinced that mathematics relates to their life, or they will avoid the subject and/or refuse to fully participate in the learning process (Green, 1978).

Cultural sensitivity to Native American values and behavior is crucial to successful classroom instruction. Direct eye contact, competitiveness, and boasting about oneself are taboos among most Native American peoples (California State Department of Education, 1991).

Methods of instruction must be evaluated to conform with the learning style of Native American students. For the past 300 years mathematics has been primarily taught using the lecture approach. Math instructors typically lecture and work out sample problems during class. Students work on assignments out of class. Unfortunately, this approach is ill-suited to the learning style of Native American students (Rhodes, R. "Native American Learning Styles." 1988).

Native American students prefer group-oriented learning environments and view group cooperation and harmony as more important than the success of one individual (Anderson and Stein, 1992; Rhodes, 1988). Consequently, instructors can initially expect less verbal participation and eagerness to contribute in class. An instructor comfortable with long silences and willing to gradually encourage participation will develop trust and rapport with native students. Once gained, this trust will guarantee increased classroom participation by Native American students.

Finally, the limited amount of required contact hours in the classroom and lack of professional Native American role models in the field of mathematics are contributing factors to the poor success rates of Native Americans in mathematics. Most Native Americans enter postsecondary institutions underprepared in mathematics. Colleges must find creative ways to prepare these students. To throw underprepared students into a college-level class and tell them to sink or swim is morally and educationally irresponsible.

Two issues converge here that suggest that colleges might need to throw out artificially time-bound conceptions of learning. First, it does not make sense to have at-risk students who have been failed for years by formal instruction in mathematics to make up their lost years in a semester or two. For instance, students placing in a typical three-credit/contact-hour, pre-college-level "Introduction to Algebra" course may get through the class but will not necessarily retain concepts needed for the next higher-level course. As a result, the students become bogged down in the review of concepts and topics they should have mastered in their previous course. By the end of the semester these students will be again behind and not getting all the concepts they will need to be successful in their next higher-level math course.

Second, the learning style of Native Americans does not fit a time-bound notion of learning. The Native American approach to learning encourages one to learn by doing and admonishes one to be patient if a task at hand is not accomplished on the first try.

Finally, the lack of professional Native American role models in mathematics often contributes to stereotypes Native American students may have of non-native mathematicians from the dominant society (Megginson, 1990). Native students often perceive mathematicians as calculating, obsessive, sloppy, isolated, and interpersonally out of touch with the real world. This image directly conflicts with attributes Native Americans value.

During the 1980s HIJC's mathematics department became increasingly dissatisfied with the high failure rate in its classes. The failure rate was well over 50 percent, and in the upper-level courses it approached 80 percent. The department was embroiled in a dispute over teaching effectiveness. There were complaints that not enough was being done to help the students succeed. After much frustration, the instructors decided to revise the entire math program.

In order to create a successful learning environment for mathematics at HIJC, all math instructors were advised to incorporate Native American-related materials into their courses. In addition, all non-native instructors henceforth were to stress the advantages of Native American values in the learning process.

Course syllabi were altered to reflect the needs of Native American students while still retaining academic integrity. Instructors were encouraged to attend national mathematics conventions as a way to instill enthusiasm and generate motivation, and to share ideas learned at these meetings with other faculty members in the department.

The "Introduction to Algebra" course became a five-credit/contact-hour course as opposed to a three-credit/contact-hour course. The extra two contact hours provided more time in which to review, as well as more time in which to teach new material. A few students complained, but overall students began to realize they needed all the help they could get.

In the fall of 1991, the HIJC math department instituted departmental finals for its two pre-college courses: "Introduction to Algebra" and "Intermediate Algebra." Students failing these minimum competency exams must retake the course. The implementation of this final examination policy brought about two significant behavior changes in the students and instructors. As a result of understanding very clearly what it meant to be successful in these courses, more homework was completed and more after-class hours were devoted to math assignments. Instructors also put in more after-class hours. They spent more time developing lesson plans, review sessions, and tutoring strategies to encourage student participation in a culturally sensitive manner.

Instructors developed a broader array of instructional methods, employing cooperative learning techniques. As Lee Little Soldier (*Phi Delta Kappan*, 1986) states, "Cooperative learning matches traditional Indian values and behaviors: the harmony of the group supersedes the importance of the individual" (162). Through cooperative learning, students help one another. In the absence of the fear of appearing wrong or stupid to their teacher, students seem more willing to tackle problems and ask questions when working in groups.

Finally, math instruction was supplemented with a well-organized and much utilized tutorial program. The math tutorial program, which operates six days and five nights a week, offers students computer-assisted instruction, math videotapes, peer tutoring, and individual one-on-one tutoring with professional math tutors. Of these services, the peer tutoring program has been the most

popular and successful. The tutoring center recruits peer tutors from the higher-level math courses, such as calculus, pre-calculus, and college algebra. Math peer tutors are students with A or B grades who display a desire to help others and a bountiful amount of patience.

The peer tutoring program has helped not only the students needing tutoring, but also the tutors themselves. Peer tutors have increased their skills and their interest in math- and science-related careers. Also, with so few Native American role models available as math and science faculty, these Native American peer tutors function as positive role models for students.

Early indications are that these changes have produced positive results. The "Introduction to Algebra" department final has been given twice. In the fall slightly more than 50 percent of the students passed the finals; in the spring 70 percent passed. Maybe more important than the increased rate of success at this level was the fact that the students who passed the final demonstrated much better preparation for the "Intermediate Algebra" course. Less time was spent reviewing concepts at the "Introduction to Algebra" level because students had a better retention of what they had just learned. Instructors were able to cover all the topics in the "Intermediate Algebra" syllabus because the students did not require a prolonged review of introductory-level concepts. Consequently, one of the main problems the department faced—the maintenance of academic integrity of math courses throughout course offerings and sequence—had greatly improved.

Meeting Academic Expectations

It is unrealistic to expect Native American students to make up for 12 years of neglected or failed math instruction and immediately complete college-level math courses. Yet this is exactly the way most colleges treat underprepared students. The human mind and intellect is much more complicated than the mechanical apparatus of an automobile. Nevertheless, an analogy to the way we treat these students would be to take an unmaintained 12-year-old automobile that has seen little use and decide to immediately drive it again at highway speeds. Of course, the automobile would break down. We would expect it to. Any reasonable person would get the car inspected, provide a complete mechanical tune-up, and then initially drive the automobile slowly and carefully to see if any problems arise. Any reasonable person would do this with an automobile; yet we fail to give the same attention to the neglected and little-used intellects of Native American students when it comes to math and science education.

Native American students can meet high academic expectations if they are given the opportunity to have their skills assessed, get a tune-up, and most important, learn in a program that is not strictly time-bound. It may take more time for them to get up to speed, but if they are striving hard and learning the material, why fail these students? Colleges must look at ways to create in-progress grades. In short, they should look at ways to extend courses for students who need more than three contact hours a week for 15 weeks in order to get through college algebra.

Skills of incoming freshmen must be assessed independently by math departments. Given the problems of grade inflation and social promotion that many minority students face, high school transcripts often prove unreliable. Community colleges must be willing to provide academic preparation courses in

the areas of math and science. Colleges must be prepared to give all underprepared students the time needed to develop math maturity. Haskell Indian Junior College currently provides three levels of preparatory mathematics below college algebra.

Outside class assistance must be made available. After-class contact hours are crucial to student success. When possible, peer tutors should be used in paid part-time positions through tutoring centers.

Most important for Native American students, mathematics must be put in the "big picture" if they are to see the study of mathematics as relevant. Relevance is not something they are willing to take for granted. In fact, as noted previously, the notion that one would accept the importance of mathematics without seeing it connected to the complex web of life is conceptually foreign to Native American students. Some HIJC math faculty have even begun requiring students to do written reports on the connection of mathematics to their own tribal traditions or to Native Indian contemporary issues in order to help make this point.

Native American-related information must be included in math instruction. Without it, many Native American students will continue to perceive math and science as foreign to their own culture, even fundamentally hostile to their worldviews.

It is known that Native American students respond to warm and caring classroom environments (Kleinfield. *School Review* 1975: 301-344). But make no mistake about the absolute necessity of maintaining rigorous programs with high academic standards. Ultimately, that is what minority students will need if they are going to succeed in scientific and science-related fields. It is obvious minority students are often victims of programs that expect them to run full speed without any concern for their preparation. It is also known that many minority students are victims of what is called the "missionary complex." The missionary complex is seen in the well-intentioned teachers who want to save our students by lowering standards and, unwittingly, expectations. They know all too well the many reasons why minority students cannot possibly be expected to work at a level commonly expected of mainstream students. The result of this attitude is just as devastating to the future success of Native American students as the insensitive attitude of those who espouse high expectations and standards but fail to offer ways for students to meet those standards. In short, community colleges must hold high and rigorous standards for math and science programs, but must create instructional programs whereby students have an opportunity to meet those standards.

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PRACTICUM

A Teaching Technique That Works – The Teaching Pretest

Jerry Bergman

At Northwest Technical College, Jerry Bergman has just tested and initiated a very interesting concept of his—"teaching pretest." Bergman holds, "Students are encouraged to learn from the mistakes they make if they have an opportunity to demonstrate that they know the material missed." In the following article, he shares his concept, process and results.

What teaching tool is easy to use, inexpensive, effective and useful for slow, average, and gifted students? The answer is the **Teaching Test**.

The teaching test is actually a pretest designed to teach. The most common pre-tests are those used in formal "pre-post test research" to ensure that any difference between two groups at the end of a research study can be attributed to the experimental treatment and not to original differences between the two groups. A researcher must either ensure the experimental and control groups are approximately equal in relevant variables at the start of a study, or be cognizant of how much of a difference exists. If the groups are not equal, various compensations can be made.

A Teaching Pretest

Another type of pretest, the type we are concerned with in this paper, is used specifically as a teaching tool. Called a *teaching pretest*, it is specifically designed to be used as a learning tool and not for a grade. The student completes the test, grades it and either learns the material he/she missed on his/her own, or the teacher develops a program to help him/her the material he/she did not learn. Then, a few days later, the student takes the same or a similar test again. This test is used for grading the students and is called a **post test**, **grade test**, or **final test**. If the student does poorly on this test, the same process can be repeated.

Ideally *all* tests should serve as teaching tools for students that can and should learn from their mistakes. Most students learn *something* from their mistakes although often not as much as we would like them to. Students, though, benefit greatly from their mistakes and sometimes the more wrong answers they make, the more they learn. Fearing the test questions will "get out" into the hands of other students, giving them an unfair advantage if they take the test in the future, teachers usually do not allow the students to retain their answer sheet from which to study. Teachers reason there are only 80 many different questions that can be developed in a certain area, and it is difficult to make up a totally new test for each class. These disadvantages of pretests can be overcome with computer generated tests and the attention to only a few questions each time a test is produced.

If the students go over the test in class, often their motivation is to justify their "wrong" answers in order to raise their grade instead of learning from their mistakes. Students typically have little motivation to learn the right answer

because they will probably not have an opportunity to see the same questions again unless they will be given a comprehensive final. Students are encouraged to *learn from the mistakes* they make on a test if they have an opportunity to demonstrate that they know the material missed. A teaching pretest, for this reason, encourages the student to learn the material missed on the first test. The pretest can also be used to obtain data for the teacher and the administration's needs. A pretest is usually given a day or two, sometimes a week, before the final test which is used to give a letter grade. This test is called a **practice test** or, the term used in this paper, a **teaching pretest**. This term is preferable when discussing this tool with students because it is more descriptive of the *purpose of* the test. The term **teaching pretest** differentiates this type of a pretest from the type which is commonly used for research only.

How a Learning Test is Used

About three or four days before the grade test, the teaching pretest could be administered and corrected in class so students have an opportunity to learn from their mistakes. Class discussion and researching the areas in which they did poorly on their own are also useful. In addition, the students could take the test home to direct their home study. Since the same or a similar learning test could be used over and over, the extra work required for this exam would be minimal. There also would be little reason to cheat since the instructor does not need to see how well the student does. Only the student himself knows.

The *grade test is* usually identical in *content* to the teaching pretest, although specific questions may be different. Instead of asking, for example, to solve for "X," as on the teaching pretest, the grade test would have the student solve for "Y." It is not necessary that *every* item on the teaching test corresponds with the grade test, but most or many items should. To systematically assess the attitudes of college students about the teaching pretest, a questionnaire was used to assess their experiences. Using the 5 point rating system below, the class rated the teaching pretest 4.8 (n - 66) and almost all students felt "very positive" about this technique.

Scale	n
Very negative feelings	0
Somewhat negative	0
Neutral	2
Somewhat positive	11
Very positive	53
Total	66

The vast majority of students were strongly in favor of regular use of teaching pretests, and only two were neutral. Some comments that students expressed could be interpreted as negative, but even these students were as a whole very positive.

The majority of students felt a teaching pretest guided their studying, making it more meaningful and often more rewarding. It also helped them focus on the material they felt they would probably need for the grade test;consequently, the grade test became much less of a guessing game. Students also felt the teaching pretest experience reduced their anxiety when taking the grade test. They had a good idea of what was going to be on this test before they walked into the room and consequently were more prepared, or at least they felt more prepared. Furthermore, they felt that it reduced their anxiety while

studying and possibly raised their performance level. In reference to this advantage, one student said

> I'm a very nervous person and take Pepto-Bismol on days that I am expecting a quiz. Frankly, I would much rather have the learning test than Pepto-Bismol—and I felt better, not only because I feel better having the learning test, but also because the learning test is probably better for me than Pepto-Bismol.

The students feel more confident since they already have been through a similar test. As one student stated, "Having seen a familiar question before is like seeing a familiar face, or at least a friendly face in a crowd of unfamiliar people." Most students felt strongly that they should be given "as many class tests as possible."

The sample also felt that a learning teaching pretest helped them in studying. They not only knew what type of questions would be asked, but they also had a good idea of the specific areas which would be covered, especially useful if an exam covers a large amount of material.

Those students that were neutral felt most of their teachers usually told them basically what would be on the test anyway. Some teachers give what amounts to a teaching pretest if their exams are made up primarily from previous quizzes. Quizzes are often used as a teaching pretest, especially if the final exam covers essentially the same material the quizzes did. But if ten quizzes, for example, count the same as a single exam, the advantage of this approach is probably not nearly as great as the single learning test and single test approach. Ideally, it would probably be better to give four or five quizzes none of which count toward the student's grade (or which count at the option of the student). The grade exam (or last exam) would be based upon the same content that the quizzes cover, but utilizing different questions or ones that are worded differently.

Although teaching pretests may not be equally helpful in *all* courses, they could be helpful even in art, music, and similar areas. At the least, they give the students a chance to learn the instructor's expectations relative to performance, helping the students to work towards these expectations before being graded.

A number of students also mentioned the teaching pretest itself was rewarding and gave them more ambition to study for the grade test. One student stated:

> I normally only get 'C's' or sometimes 'B's' on the final test. My studying time tends to be close to the same for each class, taking a learning test and achieving a high 'C' on it gave me encouragement that a little extra work would earn a 'B' or possibly an 'A'! The learning test also relieved the pressure, in that if I did nothing else I would earn at least a 'C'—the grade I normally received. Therefore, there was no pressure to study, but a reward waiting if I did. I studied and achieved the 'A.'

Importantly, after taking a learning test, time should be spent discussing the answers. Students normally are concerned only about the questions that were wrong—and then often only so they can justify their answers to raise their grade. For a teaching pretest, whether an answer is right or wrong is somewhat immaterial and the score is only a rough guide of the student's progress. Most students will concentrate on the content of the question and rarely concern themselves with justifying a wrong answer. Several students observed that even if they guessed correctly, or felt an answer was correct but did not know exactly

why, realizing they would see the same material again, motivated them to look up the material or ask for clarification in class. Students recognize the important goal is not selecting the right answer, but knowing which answer is correct and *why*.

Most students stated they studied more when the teaching pretest was used. Only two students out of 66 felt they studied *less*, and then only when they did quite well on the teaching pretest. In these cases they felt they should do at least as well on the grade test, thus they did not need to study. Reducing anxiety can also increase the motivation to study. A clear advantage of the learning test is that it encourages the students to study earlier and spread out their studying time. If a test is on Friday, a student may not begin to study seriously until Wednesday or Thursday. But use of a teaching pretest motivates the student to begin to study on Saturday or Sunday; for example, to take the teaching test on Monday, and then if the grade test is to be given on Friday, study again on Wednesday or Thursday. Probably it is best to have the teaching pretest and the grade test separated by five to ten days or fifteen at the most. As the student has already studied before the teaching pretest, the pressure should be functional. For the traditional test, often so much material a student could study, or would like to study, exists that he or she does not have the time. Thus, he or she becomes frustrated and probably accomplished less than he/she otherwise might. Taking a teaching pretest actually forces a student to study for longer periods of time. By doing so, there is often less pressure and the student often accomplishes more on the night before the grade test than if only one test was given.

Students are generally quite concerned with what each instructor's test is like, how he or she grades, and the type of questions asked. A learning test is a very effective method of showing the students what the instructor's test will be like.

For many college level classes often only two exams are given. This gives little time to familiarize oneself with each teacher's tests and likewise little chance to demonstrate one's abilities. If only a few tests are given, doing poorly on one test results in a poor grade in the class as a whole. The teaching pretest gives students more of an opportunity to do their best. One student, who had a teacher that used this approach the previous term stated, "Everyone seemed to be more relaxed and earned better grades. No one was really worried when the test was going to be and everyone seemed more interested in the material presented."

In directing one's studying, it is necessary to determine the areas one is most in need of work. Studying should be rewarding and spending time going over material one already knows, although it may be reinforcing, is often not as enjoyable (or as profitable) as going over less familiar material. Importantly, too, the learning test often helps the student to develop improved studying habits, including reviewing the unit over a period of time. Spaced learning is far more effective than studying in a less systematic manner.

A teaching pretest can be an important aid to provide the instructor with the feedback needed to review important points with the class because they are still motivated to learn. When discussing the material *after* a test, students are not often receptive. Most students are anxious to move on to new things and consequently, are not as alert as they are when reviewing material that they will be tested over shortly.

When a teacher goes over the answer students feel, partially because the review is usually too fast and very brief, that it was difficult to understand the reason for the correct answer. Rarely will one spend time to check the answers in

the book. The Teaching Pretest approach enables the student to discuss the answers with the instructor after class, or take them home to research the answers, pondering over them, and discussing their thoughts with peers and parents.

The instructor can assess from the teaching pretest which questions are functional and which ones should be altered before the grade test is given. Then, if the teaching pretest is used as a basis for the grade test, fewer complaints will result. As the students are usually ego-involved in the grade test, they will look for flaws in the questions they missed to argue for a "point" to raise their score. And too, it is difficult for instructors to avoid constructing at least a few ambiguous questions. Avoidance of most poor questions could be achieved by including experimental test questions on the teaching pretest, and questions which are successful could be used with slight modification on the grade test. The teaching pretest could also be new test questions for another class.

If both exams cover the same material, the advantages of double reinforcement results. Learning is more effective when the same idea is reviewed twice in different contexts as opposed to being exposed once in the same context or to two different ideas. Although, some of the repetition may be unnecessary, experience could help an instructor utilize repetition that is helpful, and avoid repetition where it is not needed.

To prevent students from "slacking off" after doing fairly well on the learning test, the teacher could stress simpler ideas of the teaching pretest and the more complex ones on the grade test. So the students do study harder, and so the grade test is not a disappointment, the instructor must inform the students the second test will be harder. The teacher might mention, for example, that students usually get one-half to a whole grade lower on the grade test as compared to the teaching pretest.

The experienced teacher can utilize this approach without much additional work. The teacher simply creates a pair of equivalent questions, then uses the harder one for the grade test. For beginning teachers, the content of the question pairs can be almost identical. Only the word order needs to be changed and possibly one or two of the incorrect responses. A simpler way is to prepare a test as usual, and use it as a teaching pretest then from the class discussion modify and improve the questions for the grade test. Actually, the grade test is often a revised, improved more detailed version of the teaching test. A teacher should perform item analysis on the teaching pretest to find which responses do not carry their weight, and thereby waste student's time. These alternatives could be replaced or improved so the responses stimulate students, and yet carry their weight. Since it is very difficult for an inexperienced teacher to accurately anticipate a student's reaction to any one question, an effective test usually requires a substantial amount of feedback from the students. Feedback is also important to assess the student's understanding of each question. In multiple-choice questions, the most common problem is ambiguity. Sometimes one question can be understood by asking several different things. Note the following test question:

1. The most common student/teacher evaluation rating error is the:
   a. generosity error
   b. severity error
   c. central tendency error
   d. logical error

   The framer of this question is referring to the situation which the students

rate or evaluate *the teacher*. The sentence could also be understood as asking for the most common rating error in a situation where *teachers rate students* as well as when a *student teacher is* being rated by either the critic or supervising teacher. The meaning was clear in the mind of the test constructor, but students understood this as being three different questions. The problem in this case was not discovered until later, partially because in this example the correct answer for all three possibilities is the same ("a" or generosity error). Consequently, the learning test can serve a dual function, both to prepare the student and help the teacher revise his/her tests to produce better tests.

The students are freer to discuss problems with the questions in the teaching pretest because they realize it is a test for learning and not a grade. But for the grade test, students perceive a poorly written question as being unfair and repeated similar experiences can cause them to become quite hostile towards the instructor.

Summary

The teaching pretest approach helps students to direct their studying for the grade test and reduces anxiety, helping them feel more confident and more relaxed because it provides information as to what type of questions will be on the grade test. By understanding about *what* the students are confused both relating to the wording of the question and the learning situation, modifications can be made on the grade test on which the students are most concerned about doing well. This enables both the student and the teacher to learn from their mistakes.

With a teaching pretest, there is less concern that the questions will "get out" as none of these questions are used for the grade test. Ideally, the students should be able to keep a copy of the teaching pretest, but this would not be necessary if the student was given time to take notes although most students should know 60% to 80% of the questions and consequently would not need to take many notes. When taking the teaching pretest, the students could put the letter of the answer they choose on a sheet of notebook paper and leave several spaces in-between each answer to jot down notes on questions they missed. The system works; when introduced to this idea, students training to be teachers often utilized this idea in their classroom.

The few negative aspects of learning tests include the possibility that if a student does well for the teaching pretest, he/she may not be motivated to study as much for the grade test, and they may give some students a false sense of security.

The advantages of a learning test were summed up by one student as follows: "A learning test is fun, directs my studying, gives me confidence, motivates me and helps me get better grades—what more can I ask?"

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FORUM

ISSUE: Do the four-year and two-year colleges suffer unequally from state budget cuts?

Larger Institutions Absorb Unanticipated Cuts

Julius F. Greenstein

All higher education in Ohio has more or less felt the pinch of state budget cuts; however two-year colleges have often wondered if they have suffered more severely than the four-year colleges and universities. Julius Greenstein and James Countryman reply to this issue in the following discussions.

The question posed is reasonable enough but the answer is a complex one and not easily considered in a few paragraphs.

How budget cuts affect 2-year versus 4-year institutions depends more on where a particular institution finds itself at the time of the cuts rather than on to which sector of higher education it belongs.

For example, the impact of cuts will vary depending on what portion of the institution's total revenue is derived from instructional subsidy. That, in turn, will be influenced by the size of the student body and whether the campus is at a steady state, growing or declining mode. Also, some 2-year colleges have local levies which influences their dependence on state subsidy. Larger institutions tend to have more outside grants and other revenue-producing enterprises.

Another key factor is an institution's ability to respond to a cut in terms of tuition increases, internal re-allocations, cost-savings, retrenchment, or whatever measures are deemed necessary. This will depend again on the institution's relative position with regard to others of its kind as well as its previous history in dealing with declining revenues. Raising tuition to offset cuts can be dangerous in a highly competitive situation and might result in reduced enrollment. Tied to that might also be the influence of selective admissions versus open enrollment.

Additionally, there are the relative impacts of cuts on financial aid, which is also related to tuition levels. Cuts have significant impacts on management and operation of the physical plant, so size of campus looms important as well as whether a campus is in the midst of capital improvements. Obviously, cuts impact differently on resident versus commuter campuses with regard to student support services and student life requirements; and, not incidently, cuts affect the relative quality of instruction, faculty salaries, use of full-time versus part-time faculty and staff, etc., etc.

Overall, it would probably be safe to say that larger institutions have economies of scale that help absorb unanticipated cuts. Most of these large campuses tend to be 4-year institutions. On the other hand, instructional subsidy rewards growth, and most of that is occurring in the 2-year sector. So, take your pick.

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Two-Year Colleges Suffer More

James J. Countryman

Like most straightforward questions, "Do the four-year and two-year colleges suffer unequally in state budget cuts?, the answer cannot be an unqualified yes or no. In general, I believe the two-year colleges do suffer more. They are typically young institutions, have not built the reserves of the more mature, and state aid makes up a larger percentage of their budgets. Further, while state aid has declined about 24% over the last four years, the two-year colleges have been growing while the four-year units generally have not. Thus, two-year colleges have had to "do more with less" to a significantly greater degree than our colleagues in the four-year system

Institutions whose tuition and fees are below average have had to be lean and efficient in order to preserve access for students by keeping the price students have to pay as low as possible. Any cuts immediately affect the substance of the operation. There simply is no fat to do without. Further, individuals often have two or three different assignments so that if personnel cuts are necessary, the institutions, which are generally larger, usually have multiple staff in functional areas and thus do not lose the entire function in cutbacks.

Budget cuts accompanied by tuition caps further aggravate the situation for low tuition institutions. They are even further penalized when budget cuts are accompanied by tuition caps in terms of percentage increases. Their small bases generate much smaller increases in operating revenue than a similar percentage on the larger base of more expensive tuitions at the four-year units.

The real problem is across-the-board cuts. They penalize efficient lower cost institutions to a much greater degree than the high cost ones whether they are two-year of four-year. In this environment the only sensible strategy for a college is to get as fat as possible as quickly as possible so it gets hurt less in the next dip in the economy.

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REACTION

Reaction to Candice Johnson's Article *Professional Sense of Community*

Trina Steward

The Journal *encourages letters and articles in response to its contents, policies and* OATYC *activities.*

Whatever happened to the idea that education as well as educators should benefit the student? If this idea still holds true, then it is inconceivable to believe that part-time faculty could possible threaten the programs and teaching in the two-year college.

I have to agree with Candice Johnson when she stated that part-time faculty, because of their supplemental jobs and/or educational experiences bring a fresh perspective to a course that a possibly jaded full-time faculty member may not. This is not to say that once an educator has reached full-time status that all creativity and enthusiasm must cease; however, teaching a full load of possibly the same courses quarter after quarter can cause an educator to become numb. We would like to believe that as a full-time faculty we are capable of jetting to a conference here, or presenting a paper there, while at the same time creating new and exciting preparations each quarter for a class that we have previously taught. Unfortunately, this is not the case. Why should I exert all of that effort when I have a perfectly good preparation here? How do I know it's good? Why it's worked for *years*!

Exciting preparations as well as excited educators make for a better learning environment for both the student and educator alike. As part-time faculty, it is hard to remain excited about a job when you are constantly being treated as a second class citizen. Yes, part-time faculty are the "low men on the totem pole" so to speak,but instead of viewing them as the bottom of the heap, we need to value them as the foundation and main support of the pole that they are. Without part-time faculty, there would be a large number of uneducated students clamoring for the four or five sections that each full-time faculty member teaches. I believe the the two-year college will suffer a great loss in the quality of teaching if the part-time faculty member is continually looked down upon. Rather than worrying about how many sections a part-time faculty member has been assigned, we all need to concentrate on the main reason why we became educators in the first place, and have chosen to dedicate our lives to excellence: The student.

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Reaction to Candice Johnson's Article: *Professional Sense of Community*

Marc Green

Candice Johnson sees the part-time faculty of a two-year college as a threat to its programs if that college isolates them and views them as inferior to the full-time faculty. I believe that Ms. Johnson's view is quite accurate, and special care to avoid negative attitudes, political correctness, and other counter measures can go a long way toward making the part-timer seem more than "just an adjunct." As an administrator responsible for interviewing, hiring, and evaluating over fifty part-time faculty, I think she has neglected to mention the essential factor that forces part-time faculty into that second class mold and that has a negative effect on programs. Until part-time faculty are paid on a par with their full-time colleagues, teaching and programs will suffer.

During interviews with perspective part-time faculty, I regularly ask candidates a number of questions that focus on their past teaching and professional experiences. I also ask them why they are interested in this current position. My purpose, obviously, is to find a person suited to and qualified for the position. At the end of the interview, a number of them gracefully decline my offer when they learn the contract rate for the class or classes they would teach and the amount that full-time faculty receive.

At my college, part-time faculty earn approximately three quarters of the amount made by full timers per class, and the differential is not just "fringe benefits." Their economic status is truly second class, yet they are expected to deliver the same level of instruction as their counterparts. Many of these part-time faculty teach only "for love of the students" and "for love of the profession." In fact, many of them teach late into the evenings and on weekends term after term to help maintain the integrity of a program. They are providing the instruction that often represents the majority of classes in a program or department. As experienced teachers and often times practicing professionals in a given discipline, these people deserve compensation which reflects their true status, not the need to do more with less.

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The Editorial Board of the OATYC Journal *is soliciting written responses (three or four paragraphs) to the question:* ***In practice has the Transfer Module as adopted by Ohio Colleges been effective?*** *The response should address one of the many possible perspectives. Here is your chance to participate, and the Board encourages you to do so. As determined by the Board, the best responses will be published in the next edition's "Forum" section,* **deadline: September 17, 1993.**

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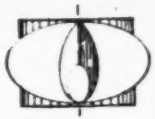

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